

University of Fort Hare

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Teachers' views and experiences on learners' drug and substance abuse: A case of
two secondary schools in the King William's Town Education District

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By

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DECLARATION

I, the undersigned, Nyaniso Malisi, hereby declare that this dissertation is my authentic work and that it has not been submitted and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

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DEDICATION

I dedicate this work to my wife and children for them to derive inspiration for their future endeavors.

ABSTRACT

Drug and substance abuse amongst secondary school children is a universal phenomenon and it has increased at an unprecedented rate over the past decade and still rising. In South Africa, drug and substance abuse has continued to ruin the youth and subsequently education despite various measures taken to stop it. This study aimed at investigating teachers' views and experiences on drug and substance abuse by learners. Teachers have a responsibility to ensure that learners do not involve themselves in the use of drugs and substances at school. A case study research was conducted to investigate the views of eight teachers in two selected rural secondary schools in the King William's Town Education District. Qualitative research guided the research process and the interpretivist paradigm served as bases for data collection. Face-to-face semi-structured interviews and focus group discussions were used to collect data. It emerged from the data that alcohol and substance abuse by learners have a negative effect on their academic work as learners abusing drugs could not concentrate on their studies and bunk classes. The data also showed that learners become violent and most of the time important time that could have been spent teaching is lost dealing with alcohol and substance abuse users. The findings also indicated that there was a lack of parental and community support to effectively deal with drugs in schools. From the findings it can be concluded that there are serious social and academic problems that are caused by drug and substance abuse in the rural schools. It can also be concluded that teachers and school managers had no clear and coherent strategies to deal with drug and substance abuse in schools. In view of the above, I recommend that a comprehensive model should be adopted to fight drug and substance abuse by learners.

Key words: Drug; substance abuse; learner

LIST OF ACRONYMS

CDA	Central Drug Authority
HKND	Hong Kong Narcotics Division
MRC	Medical Research Council
NACADA	National Authority for the Campaign Against Alcohol and Drug Abuse
SADHS	South African Demographic and Health Survey
SSA	Statistics South Africa
UN	United Nations
WDR	World Drug Report
WHO	World Health Organization

LIST OF TABLES

Table 4.1 Response rate	44
Table 4.2 Distribution of participants by gender	45
Table 4.3 Distribution of participants by positions held	46
Table 4.4 Distribution of participants by tenure	47
Table 4.5 Sources of Drug and Substances	67

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iv
ABSTRACT	v
LIST OF ACRONYMS	vi
LIST OF TABLES	vii
CHAPTER 1.....	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	1
1.3 PROBLEM STATEMENT	3
1.4 RESEARCH QUESTIONS	4
1.4.1 Main Question	4
1.4.2 Sub Question	4
1.5 OBJECTIVES OF THE STUDY	5
1.6 PURPOSE OF THE STUDY	5
1.7 RATIONALE OF THE STUDY	5
1.8 SIGNIFICANCE OF THE STUDY	6
1.9 DELIMITATION OF THE STUDY	6
1.10 LIMMITATIONS OF THE STUDY	7
1.11 DEFINITION OF KEY TERMS	7
1.11.1 Drug	7
1.11.2 Substance Abuse	7
1.11.3 Learner	7
1.12 SUMMARY OF THE METHODOLOGY USED	8
1.13 ORGANISATION OF THE STUDY	8
Chapter 1: Background of the study	8
Chapter 2: Literature review	8
Chapter 3: Research Methodology and design	9
Chapter 4: Presentation, analysis and interpretation of data	9
Chapter 6: Discussion of main findings	9
Chapter 6: Summary, conclusions and recommendations	9
1.14 CHAPTER SUMMARY	9

CHAPTER 2.....	10
LITERATURE REVIEW	10
2.1 INTRODUCTION	10
2.2 THEORETICAL FRAMEWORK	10
2.2.1 Attribution Theory	10
2.2.2 Kaplan's self-derogation Theory	11
2.3 EMPIRICAL LITERATURE	12
2.3.1 Drug and substance abuse in Schools	12
2.3.2 Drug and Substance Abuse in South African schools.....	16
2.3.3 Commonly used drugs by learners	19
2.3.4 Causes of alcohol and substance abuse by learners.....	21
2.3.5 Impact of alcohol and substance abuse on learners.....	27
2.4 CHAPTER SUMMARY	31
CHAPTER 3.....	32
RESEARCH METHODOLOGY AND DESIGN	32
3.1 INTRODUCTION	32
3.2 RESEARCH PARADIGM – INTERPRETIVE.....	32
3.3 RESEARCH APPROACH – QUALITATIVE.....	33
3.4 RESEARCH DESIGN – CASE STUDY	35
3.5 SAMPLING	36
3.5.1 Sampling procedure.....	36
3.5.2 Sampling the research site	37
3.5.3 Sampling the participants.....	37
3.6 DATA COLLECTION.....	38
3.6.1 Face to Face Interviews.....	39
3.6.2 Focus Group Interviews	39
3.7 ACCESS TO THE PARTICIPANTS.....	39
3.8 DATA ANALYSIS.....	40
3.9 DATA TRUSTWORTHINESS.....	41
3.11 ETHICAL CONSIDERATIONS.....	41
3.11.1 Permission to conduct study	42
3.11.2 Informed Consent and Voluntary Participation.....	42
3.11.3 Privacy and confidentiality	42
3.12 CHAPTER SUMMARY	43

CHAPTER 4.....	44
PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS	44
4.1 INTRODUCTION	44
4.1.1. Response rate	44
4.2 DEMOGRAPHIC INFORMATION.....	45
4.3.1 Gender Distribution	45
4.3.2 Educational qualification distribution	46
4.3.3 Tenure Distribution	47
4.4 TEACHER'S VIEWS AND EXPERIENCES ON DRUG AND SUBSTANCE ABUSE...	48
4.4.1 Viewing drug and substance abuse by learners at the schools	48
4.4.2 Effect of drug and substance abuse on teaching and learning in the schools	49
4.4.3 Drug and substance abuse versus positive school atmosphere	52
4.4.4 How school communities assist in dealing with drug and substance abuse	53
4.4.5 Prevalence of drug and substance abuse in the schools.....	56
4.4.6 Grades mostly involved in drug and substance abuse.....	57
4.4.7 Reasons for drug and substance abuse	58
4.4.8 Impact of social background on learner's drug and substance use	61
4.4.9 Teachers' encounters with learner's drug and substance abuse	63
4.4.10 commonly abused drugs by the learners	64
4.4.11 Sources of Drug and Substances	67
4.4.12 Measures to deal with learner's drug and substance users	69
4.4.13 General drug distribution according to gender	72
4.5 CHALLENGES FACED IN DEALING WITH DRUG AND SUBSTANCE ABUSE.....	72
4.5.1 Barriers to curb learner's drug and substance abuse	73
4.6 SUGGESTIONS MADE BY TEACHERS TO CURB DRUG AND SUBSTANCE ABUSE	75
4.6.1 Suggestions to curb drug and substance abuse	75
4.6.2 How parents can help the school in solving the problem	78
4.7 SUMMARY	81
CHAPTER 5.....	82
DISCUSSION OF FINDINGS	82
5.1 INTRODUCTION	82

5.2 MAIN FINDINGS.....	82
5.2.1 Spiraling levels of the prevalence of drug and substance abuse by learners	82
5.2.2 The negative effect of drug and substance abuse on learner's academic work	83
5.2.3 Consequences of drug and substance abuse on curriculum implementation	85
5.2.4 The influence of peer pressure on drug and substance abuse by learners	86
5.2.5 The influence of family background and media drug and substance abuse by learners	87
5.2.6 Commonly abused drugs and substances	88
5.2.7 Gender and substance abuse	90
5.2.8 Main sources of drugs	91
5.2.9 Lack of parental and community support	92
5.2.10 Dealing with drug and substance abuse	93
5.2.11 Team work as a requirement for curbing alcohol and substance abuse ..	94
5.3 CHAPTER SUMMARY	95
CHAPTER 6.....	96
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	96
6.1 INTRODUCTION	96
6.2 IDEAS OF THE STUDY CHAPTER BY CHAPTER.....	96
6.3 SUMMARY AND OVERVIEW OF THE EMPIRICAL STUDY	97
6.3.1 Drug and substance abuse versus learners' academic achievement	97
6.3.2 Negative effects on teaching and learning process	97
6.3.3 The power of peer pressure.....	98
6.3.4 The influence and power of school community	98
6.3.5 Gender and substance abuse.....	98
6.3.6 Accessing drugs by learners.....	99
6.3.7 Suggestion for dealing with drug and substance abuse.....	99
6.4 CONCLUSIONS FROM THE EMPIRICAL STUDY	100
6.5 RECOMMENDATIONS	101
6.5.1 For policy makers and implementers	101
6.5.2 for future research	102
REFERENCE LIST	104

APPENDIX A.....	113
APPENDIX B.....	119
APPENDIX C.....	121
APPENDIX D	123
APPENDIX E.....	124
APPENDIX F	125

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

In this chapter, the background to the study is explored as well the problem that led to the conducting of this research. Furthermore the objectives, research aims, research questions and significance of the study are highlighted in this chapter. The key terms of the study are defined and lastly the chapter provides the format of this study.

1.2 BACKGROUND TO THE STUDY

Education is perceived as the key to unlock the potential in a person and is regarded as a means for economic, social and political development (Cunnigham, 2003). This has made it to be something every human being is supposed to have and a lot of money is invested by government, organisations and even missionaries so as to educate and empower people for better communities (Orija, 2008). Such commitment has made the education system to be regulated and see that these children are well groomed and educated. However, drug and substance abuse is affecting the achievement of such objectives for the youth (Plant & Plant, 2007). Drug and substance abuse among public secondary school students is a reality that is spreading at an alarming rate.

Anderson (1998) defined drug and substance abuse as a pattern of regular and heavy use over a significant period of time, a set of drug-related problems (at work, or with interpersonal relationships, one's own health, and formal social control agencies), previous and failed attempts to terminate drug consumption, and self-awareness as having a drug and/or alcohol problem. Drug and substance abuse is viewed as the use of a substance that modifies mood or behaviour in a manner characterized by a maladaptive pattern of use (Agbonghale & Okaka, 2014). Maithya (2009) also defined drug abuse as the misuse of any psychotropic substances

resulting in changes in bodily functions, thus affecting the individual in a negative way socially, cognitively or physically.

Drug and substance abuse amongst secondary school children is universal (World Drug Report, 2010) and this has increased at an unprecedented rate over the past decade and still rising. In Kenya, secondary school students are found to be the heavy users of alcohol and drugs (Mayoyo, 2013). Factors that influence students most into drug and substance abuse are peer pressure, media influence, frustrations and copying of idols (Parry, 2005). Alcohol, cigarettes, cannabis and marijuana are found to be the most commonly abused substances in dealing with substance abuse among students in secondary schools (Plant & Plant, 2007).

Internationally, drug and substance abuse in schools have been noted to be a significant problem. Many countries in Asia report an increase in drug and substance abuse (Gaffney, Jones, Sweeney & Payne, 2008). In 2008, 56 Member States in Asia reported an increase in drug and substance abuse among school children (Gaffney *et al.*, 2008). Most of the countries reported an increase in drug and substance abuse among school children in Asia included Bangladesh, China including Macao, Indonesia, Mongolia, Pakistan and Viet Nam (Wilkins, Griffiths & Sweetsur, 2008).

In Europe, the annual prevalence of use is estimated at 0.7% of the population aged 15-24. Higher prevalence rates as well as a higher total number of drug and substance abusers among school children are reported from West and Central Europe as compared to East and South-East Europe (Hibel, Adersson, Bjarnason, Ahlstrom, Balakireva, Kokkevei & Morgan, 2007). The high prevalence countries remain the Czech Republic, Slovakia, Estonia, the United Kingdom and Latvia, while Romania, Greece and Poland have negligible or quite low drug and substance abuse among school children.

Most school children have become addicted to drugs and this has led to a spiral of hopelessness that in some cases ends fatally (Morojele & Brook, 2006). In schools, drug and substance abuse is responsible for destruction of property and soaring health care costs (Orija, 2008). Social effects may be reflected in an individual's

enhanced tendency to engage in conflicts with friends, teachers, and school authorities. In the academic world, it is a problem which affects parents, children, teachers and government officials. Addiction to drugs and substances might lead to poor academic performance as well academic achievement. According to Maithya (2009), alcohol and drug abuse have cognitive effects on learners which result in the lack of concentration on academic work and memory loss.

Most literature reviewed is in agreement that educational performance is highly correlated with substance abuse, with alcohol and drug abuse being found to reduce educational attainment (Porter & Pryor, 2007; Maithya, 2009; Agbonghale & Okaka, 2014). Alcohol and drug abuse among secondary/high school students is correlated with death, sexual assault, bodily injury, academic failure and academic under performance (Porter & Pryor, 2007). The academic performance of secondary school students in Eastern Cape Province has remained low over the years (Statistics South Africa, 2011).

Some attempts have been made to link poor performance to lack of adequate facilities and substance abuse but no study has been carried out to verify the views of teachers on drug and substance abuse by learners especially in King Williams Town Education District. The focus of the study was on the views and experiences of teachers on drug and substance abuse by learners as teachers are the main stakeholders that can help in reducing learners' interference with such drugs. Although there is a body of literature that unpacks the effect of drug and substance abuse by learners on their academic work, there is a dearth literature that discusses the views of teachers on drug and substance abuse by learners. This means that most studies conducted on substance abuse in schools have failed to explore the view of teachers on drug and substance abuse by learners. The study was conducted in two selected schools where there was a high prevalence of drug and substance abuse.

1.3 PROBLEM STATEMENT

South Africa is faced with the social problem of high rates of drug and substance abuse. To make matters worse, the percentage of drug and substance abusers in

the population increases yearly despite the efforts to eradicate the problem (Parry, 2005). Failure to solve this problem not only threatens the life of individuals, but also the economic and social development of the country as a whole. The use of hard drugs and substances by learners in South African schools has become an embarrassing phenomenon to parents, schools, government authorities, and the society at large (Uwameiye, 2010). A large number of students across all age groups has now been exposed to alcohol, tobacco, marijuana, and even hard substances such as heroin and cocaine (Udoh & Ajala, 2012). The abuse of substances has resulted in a number of negative effects in institutions of learning such as truancy, theft, rudeness, dropouts, injuries, loss of lives, destruction of properties, draining away of morals, misallocation of resources, indiscipline, and compromised academic standards among others, which pose serious challenges to managers of the educational institutions. This study therefore investigates the views and experiences of teachers on drug and substance abuse by learners.

1.4 RESEARCH QUESTIONS

The study sought to answer the following questions.

1.4.1 Main Question

What are the teachers' views and experiences on drug and substance abuse by learners?

1.4.2 Sub Questions

- What views do teachers have on drug and substance abuse by learners?
- What experiences do teachers have on drug and substance abuse by learners?
- What challenges do teachers encounter on the drug and substance abuse by learners?
- What suggestions do teachers make to curb drug and substance abuse by learners?

1.5 OBJECTIVES OF THE STUDY

This study sought to achieve the following objectives:

- Examine how teachers view drug and substance abuse by learners.
- Investigate the experiences of teachers on learners' drug and substance abuse.
- Examine challenges faced by teachers on learner's drug and substance abuse.
- Explore teachers' suggestions on how drug and substance abuse by learners could be curbed.

1.6 PURPOSE OF THE STUDY

The main aim of the study was to investigate teachers' views and experiences on drug and substance abuse by learners. It also sought to uncover how teachers implement school policies on drug and substance abuse and how these policies assist them.

1.7 RATIONALE OF THE STUDY

Drug and substance use among children and adolescents are causes of increasing concern in South Africa (Burnhams, Myers & Parry, 2009). They are major contributors to crime, violence and intentional and unintentional injuries, as well as to other social, health and economic problems. The high rate of learners' drug and substance abuse which might have a serious negative effect on learners' academic performance triggered the researcher's interest in conducting this research. Educational transformation has not been without some problems in the Eastern Cape. Learner's drug and substance abuse was one aspect that needs to be managed for schools to produce quality results. However, learner drug and substance abuse in South Africa school seems to be prevalent and is on the rise.

1.8 SIGNIFICANCE OF THE STUDY

It is hoped that the study can be useful in contributing to the general body of knowledge in this area. The study could help education administrators better understand the current situation of substance abuse and accordingly make changes to address the factors that contribute to drug and substance abuse in secondary schools within the Province. Also, by examining and clarifying the nature and degree of the view of teachers on drug and substance abuse by learners, the study hopes to provide support to the education administrators and policy makers in curbing substance abuse in secondary schools through improving existing educational policies and programmes and thriving to develop ones that are more efficient and effective. It is hoped that recommendations and practical solutions are provided on how to create a drug-free school environment thus improving learners academic performance, which in turn improve the standard of education within the Province which is crippled with lower levels of academic achievement.

1.9 DELIMITATION OF THE STUDY

The delimitations of a study are those characteristics that limit the scope and define the boundaries of a study (Simon, 2011). The delimitations of a study are the characteristics that limit the scope of a study and are in the control of the researcher (Leedy & Ormrod, 2010). Delimiting factors include the choice of objectives, the research questions, variables of interest, theoretical perspectives that the researcher adopts as opposed to what could have been adopted, and the population chosen for investigation (Simon, 2011). The study sought to explore teachers' views and experiences of teachers on drug and substance abuse by learners. With this regard this study was delimited to teachers of the selected schools. The study was delimited to only the two rural secondary schools in the King William's Town Education District. Also, the only variable under study were drug and substance abuse by learners and no other variable or phenomenon was studied.

1.10 LIMITATIONS OF THE STUDY

This study was based on the case study design which focused only on two rural secondary schools in the King William's Education and therefore the findings could not be generalized in another context. Only teachers' views were investigated and this might have led to lack of multiperspectives with regards to drug and substance abuse by learners. However, the data gathered through semi-structured face-face interviews and focus group free conversations can be utilized as bases for further research that will focus on other relevant stakeholders.

1.11 DEFINITION OF KEY TERMS

1.11.1 Drug

A drug is any substance, which when taken into the living organism may alter one or more of its functions. The World Health Organization (WHO), defines drug as any substance other than those required for maintenance of normal health, which when taken into the living organism, may modify one or more of its functions (Ghodse, 2003).

1.11.2 Substance Abuse

Drug abuse refers to non-medical use of drugs. A substance is considered abused if it is deliberately used to induce physiological or psychological effects or both for purpose other than therapeutic ones and when the use contributed to health risks or some combinations of these (Njeri & Ngesu, 2014).

1.11.3 Learner

Is a student who is taking courses in High School that lead towards University or College entrance (Department of Education, 2001). A learner is an educand who must learn through intentional, conscious, active, purposeful and willingly involvement in his or her education (Department of Education, 2011).

1.12 SUMMARY OF THE METHODOLOGY USED

Chapter three gives a detailed account of the methodology and design used in this study. This study, as it was based on a case study design, focused on the views and experiences of teachers on drug and substance abuse by learners in two rural secondary schools in the King William's Town Education District thus this research was operated within the parameters of qualitative research approached. Interpretive paradigm was used as this study focused on the teachers' interpretation of their environment and the meaning they give to the knowledge they come across with. The researcher used purposive sampling to select the teachers and schools and the research methods used to collect data were face-to face semi-structured interviews and focus group discussions

1.13 ORGANISATION OF THE STUDY

The study was structured as follows:

Chapter 1: Background to the study

This chapter mainly deals with the introduction of the study and its background. The chapter introduces the reader to terms like drug and substance abuse. The reasons for selecting this particular study are also clearly stated in this chapter. The chapter includes the problem statement of the research, research questions, the significance and the rationale of the study.

Chapter 2: Literature review

This chapter focuses on the reviewed literature that was related to the research topic and the views of other authors regarding teachers' views on drug and substance abuse by learners. The readings are taken from books, dissertations, journals and internet sources so as to get more relevant information about the study.

Chapter 3: Research Methodology and design

In this chapter, the research methodology applied in this study is discussed. The research methods, techniques and sampling procedures, sample size, the population and the instruments used in this study will be discussed in this section. The data analysis technique is also discussed in this section.

Chapter 4: Presentation, analysis and interpretation of data

Chapter four focuses on the presentation, analysis and interpretation of the collected data. This chapter focuses on the analysis and interpretation of the research results using qualitative in-depth analysis.

Chapter 6: Discussion of main findings

This chapter discusses main findings from the data. The findings are discussed by also linking them to the theoretical framework and the literature reviewed in chapter two.

Chapter 6: Summary, conclusions and recommendations

Chapter Five draws conclusions from the whole study and makes recommendations to facilitate improved learner attendance. The limitations of this study are also discussed as well solutions to overcome such limitations in the future.

1.14 CHAPTER SUMMARY

This chapter introduced the study. Subsections such as the background to the study, the research problem, as well as the research questions, objectives, purpose, rationale and significance were covered in this chapter. The chapter also provided the delimitation of the study, limitations, definition of key terms and the organisation of the study were presented in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The main purpose of this chapter is to present a review of literature related to the study. Kombo and Tromp (2006) noted that literature review refers to the works the researcher consult in order to understand and investigate the research problem. A review of literature is important to any research study as it acts as a channel of linking or relating the current study's thoughts and ideas to the current literature. Before the literature is reviewed theories related to the study will be explored. In this regard, this chapter explores literature comprising the theoretical framework underpinning the study as well as the empirical literature related to teachers' views and experiences on drug and substance abuse by learners.

2.2 THEORETICAL FRAMEWORK

There are two theories that underpin this study. These are the attribution theory and the Kaplan's self-derogation theory. The discussion of the two theories is presented below.

2.2.1 Attribution Theory

One theory that can be of relevance to the current study is the attribution theory. Attribution theory studies the cognitive mechanisms we use to assess the causes of human behaviour as we order our perceived environments (Harvey & Weary, 1985). According to Ross and Fletcher (1985) over time, people gather information by observing their behaviour and that of others in a variety of situations then use that information to sort out and account for the causes of such behaviour. This theory basically looks at how people make sense of their world; what cause and effect inferences they make about the behaviours of others and of themselves. The purpose behind making attributions is to achieve cognitive control over one's environment by explaining and understanding the causes behind behaviours and environmental occurrences. This theory was therefore relevant in this study in that the researcher wanted to see if teachers do analyse their situation which was

exposure to drug and substance abuse, and make meaningful contribution to improve their circumstances. This also means that the researcher wanted to establish if teachers were able to find the causes of drug abuse and identify the effects thereof.

Sims (2008) states that when people make attributions they analyse the situation by making inferences (going beyond the information given) about the dispositions of others and themselves as well as inferences about the environment and how it may be causing a person to behave. This means that in relation to this study, attribution theory helped explain how teachers judged or viewed learners' drugs and substance abuse. In this way, the theory was used to explain how teachers viewed the drug and substance abuse and if they were able to explain their experiences about drug and substance abuse by learners, and the consequences this might cause to learners. This means that through the eyes of the attribution theory, the researcher investigated if teachers were able to observe drug and substance abuse by learners and if they were be able to identify short and long term consequences of drug and substance abuse. Through their experiences with learners they were expected to tell how they viewed or perceived drug and substance abuse by learners and after identifying such causes, they were expected to provide recommendations that can be used to curb such a problem.

2.2.2 Kaplan's self-derogation Theory

Self-esteem lies at the core of self-derogation theory and proposes that individuals can become involved in delinquency as a response to negative self-attitudes (Kaplan, Robbins & Martin, 1986). This theory proposes that people with low self-esteem engage in deviant behaviour (Johnson, 1982). These theorists state that adolescents experience low self-esteem and frequent self-derogation if they repeatedly receive negative evaluations from conventional others or they feel deficient in any socially desirable attributes, including but not limited to academic performance (Kaplan et al., 1986). This means that in this theory, environment plays a center stage when it comes to how an individual behaves. This theory was relevant in that learners are social beings who constantly interact with others, both at school and in the communities they live in. The researcher therefore wanted to investigate if teachers' views and experiences were confirming that the deviant behavior which is

drug and substance abuse by learners was caused by a feeling of low self-esteem or feeling unwelcome caused by learners' immediate environment rejection. The According to the theory, people engage in deviant behavior as a response motivated by self-rejecting attitudes in social interactions. After such self-rejections, individuals try out delinquent activities that are aimed at restoring self-esteem (Kaplan et al., 1986). This is further supported by Johnson (1982) who proposed that in an attempt to deal with the negative feelings associated with the rejection from social groups, people may engage in deviant behaviours to maximize positive attitude. The self-derogated individuals will feel unwanted, rejected therefore become separated from people they look up to (Johnson, 1982). They therefore see the need to deviate from the behaviours of the people they used to look up to and believe fulfillment can be achieved through engaging in opposing behavior (Kaplan et al., 1986). Due to low self-esteem, they may get involved with people who engage in deviant behaviour.

As indicated above, Kaplans self-derogatory theory can be one useful theory to take into consideration in this study as classrooms or schools are communities where learners interact with one another on a daily basis. Therefore, the feelings of rejection of any student from such social groups can result in low self-esteem thus self-rejection attitudes. Drug and substance abuse can be one deviant behavior adopted by people with self-rejection attitudes. Through the experiences teachers have with learners in their classes, the theory can be useful in understanding teachers' views on the causes of such deviant behaviour from learners. A better understanding of the influence of the environment and its surroundings on learners' drug and substance abuse can be provided by understanding this theory. As well, this can be helpful as teacher's are able to propose solutions they believe can help reduce these self-rejection attitudes thus reducing such deviant behaviour.

2.3 EMPIRICAL LITERATURE

2.3.1 Drug and substance abuse in Schools

Drug abuse among young people is a global phenomenon and it affects almost every country. The dramatic increase in the use of drugs and substances among learners has raised concerns around the world (Hong Kong Narcotics Division, 2010a). Gillis (1996) reported that though it is difficult to substantiate the nature and extent drug

and substance abuse by learners in schools, studies show that most learners are becoming users of drugs and substances in schools. Scholars such as Andrew (2006) who have conducted research on drug and substance abuse reported that there has been a significant increase in the number of learners who use drug and substances in both developing and developed countries. This means that South Africa like all other developing countries is not immune.

Globally, they had been a problem of drug and substance abuse by learners in schools (United Nations, 2007). According to the research by the Research institute at Texas in America, there has been a continued increase in the number of learners abusing substances in secondary schools (United Nations, 2007). Another study conducted in the United States reported that there has been an increase in the trend of drug and substance abuse by learners (Hibel, Adersson, Bjarnason, Ahlstrom, Balakireva, Kokkevei & Morgan, 2007). Both these studies highlighted the increase in the use of illicit drugs by learners in schools. One other study also confirmed the abuse of drugs and substances in American schools as it was reported there is considerable abuse of drugs among socially integrated young people in the industrialized world as evidenced by the number of drug related violence in American schools (Roberts, McCall, Stevens-Lavigne, Anderson, Paglia, Bollenbach, 2008). Although there is an abundance of literature that deals with drug and substance abuse by learners, there is a lack of literature that focuses on the views and experiences of teachers on drug and substance abuse by learners especially in the rural set up. This study therefore sought to investigate the views and experiences of teachers on drug and substance abuse by learners in two selected secondary schools in the King William's Town Education District

In Hong Kong there have been a considerable increase in the number of learners who experiment with drug and substances in schools (Hong Kong Narcotics Division, 2010a). From their study in Hong Kong the findings reported that over 99% of the sampled secondary schools had problems of drug and substance abuse in their schools (Hong Kong Narcotics Division, 2010a). In South America there has been a reported increase in the number of learners who use solvents such as crack in schools. More and more learners have been found to be abusing such substances in South America because of its easy accessibility (United Nations, 2009). This is an

indication that this is a challenge in most countries of the world which needs a systematic plan to deal with.

Drug abuse by learners continues to emerge as a problem facing most schools in Europe (United Nations, 2009). Research in Australia, Germany, Italy, Netherlands, United Kingdom and Northern Ireland show that they have been considerable increase in learner experimentation with ecstasy (United Nations, 2009). The prevalence of the use of such a drug has been found to be higher among young people particularly learners in high schools (Nielsen, 2009). A study that consisted of 1071 adolescents aged between 15 and 18 in Sydney, Australia reported that close to 80% of the sample have engaged in the use of illicit drugs (Spooner, 1999). According to the results of the study most of the respondents were learners (Spooner, 1999) which highlight the alarming rate of drug and substance abuse in schools. The proportion of 15 to 16 year old students who have abused alcohol have been found to be higher in Portugal and Denmark. In Australia a study by NACADA (2004) reported that most young learners were abusing drugs and substances especially bhang in central province.

Throughout the European Union the prevalence in the use of illicit drugs such as cannabis and hallucinogenic drugs is higher among 15 to 16 year old students (Gaffney, Jones, Sweeney & Payne, 2009). According to a survey by the ESPAD in Greece and Sweden there is an increase in the use of inhalants and solvents among 15- to 16-year-old students (ESPAD, 1999). According to the United States Department of Health and Human Services there have been an increase in the number of learners who psychoactive drugs in the form of alcohol in the United States. According to the WHO (2003) report, the problem of drug and substance abuse has been a problem for most Western European and Eastern European countries.

The problem of drug and substance abuse is also a problem in African countries (Simatwa, Odhong, Juma & Choka, 2014). Most studies of alcohol and substance abuse that have been conducted in Africa report that there has been an increase in the number of learners involved in the use of such substances. Kiiru (2004) noted that young learners constitute a greater proportion of people who abuse drugs and substances in Nigeria. Further studies by Adekelan (1999) and Obot (2005)

highlighted the prevalence of cocaine and heroin use by learners in Nigerian rural schools. According to the study by Obot (2005) learners between the age of 15 and 16 are more exposed to such drugs and they tend to engage in deviant behaviours such as using such drugs and abusing substances.

Ndom (1996) carried out a Rapid Situation Analysis study in Nigeria and found that more learners mostly females are engaging in drug and substance use. More female learners as opposed to previous years are engaging in the use of substances (Ndom, 1996). Further studies by Asumi (1996) reported the use of cannabis has been on a rise in Nigeria. According to this report the increase in the use of cannabis is as a result of an increase in the number of learners mostly young male students engaging in such activities (Asumi, 1996). Though Asumi (1996) study differ with Ndom (1996) as to whether is it female learners or male learners causing an increase in the number of learners abusing alcohol the bottom line is that they is an increase in the number of learners abusing drugs and substances in Nigerian schools. A survey conducted in Nigeria on senior secondary school students by Nakpocha (2010) revealed that most of these learners are abusing alcohol in high schools.

A survey report released by NACADA in Kenya in 2004 noted that there has been a rise in the number of young people between 10 and 18 years, who are engaging in drug and substance abuse in schools. A research by J. Kaiser Family Foundation (2001) showed that the majority of youth aged (12-17) are now using drugs such as alcohol, marijuana and hard substances in schools in Kenya (Ngesu & Masese, 2008). Furthermore in Kenya a report by Maithya (2009) indicated that 61% of the population is abusing alcohol and substances. The same report indicated that 40.9% of the students were abusing alcohol in Nairobi Province and 26.3% in Central Province. These percentages indicate that students are abusing drugs and it is important to address this issue with the seriousness it deserves.

WHO (2003) further added that nearly 50% of the students surveyed by CASA admitted that they have abused drugs and substances in Kenya. In the Central Province of Kenya 60% of learners were reported to be using drugs and substances (NACADA, 2008). This shows an increase in the percentage of learners using drugs and substances in Central Province of Kenya. Kyalo and Mbugua (2011) further

reported that alcohol and substance use has been increasing among learners in the whole of Kenya. More learners were found to be dependent on alcohol and substances in schools mostly in rural areas (Simatwa et al., 2014). From the above literature review one can conclude that the problem of drug and substance is a headache to most countries that need collective efforts to overcome.

2.3.2 Drug and Substance Abuse in South African schools

The abuse of alcohol and substances remains one of the critical challenges facing South Africa (Njuki, 2004). Drug and substance abuse has been seen as a challenge facing the nation as it is affecting the country on all aspects of life (Plüddemann, Parry & Bhana, 2008b). The use of hard drugs and substances by learners in South African schools has become an embarrassing phenomenon to parents, schools, government authorities, and the society at large (Uwameiye, 2010). Various spheres of the nation mostly the social and economic well-being of the country are affected by drug and substance abuse by learners (Andrew, 2006). The effects of alcohol and substance abuse are severe. Alcohol and substance abuse continues to ruin communities and families as well the youth of the country (Rungani, 2012). Various social and economic problems associated with the abuse of alcohol and substances include poverty, crime, reduced productivity, unemployment, dysfunctional family life, escalation of chronic diseases and premature death (NDMP, 2011). It was this reason that the researcher focused on the rural secondary schools where poverty and unemployment are rife. In focusing on the views of teachers, the researcher wanted to also understand the extent to which the abuse of drugs by learners was causing destruction to their academic work and achievement. This was also done with the view to give some recommendations based on the findings that were to emerge from the data.

The use of substances and alcohol have been seen to be affecting the youth particularly adolescents at school as more and more learners are engaging in the use of these substances (Dada, 2014.). They have been an accelerated rise in the number of learners abusing alcohol and other substances in schools (SACENDU, 2007). More and more youths aged between 14 and 18 are indulging in the use of hard substances and illicit drugs at schools in South Africa (Njuho & Davids, 2010). Based on the findings of the Department of Health's South African Demographic and

Health Survey (SADHS) conducted in 2008 by the Medical Research Council (MRC) and Macro International Inc young adolescents particularly learners constituted a greater proportion of the people using alcohol and substances in South Africa (Patrick, Collins, Smith, Caldwell, Flisher & Wegner, 2009). This means that South Africa needs to take drastic steps aiming to curb this trouble.

The use of alcohol and other substances pose enormous challenges to the nation as the greatest proportion of the population comprise of children and adolescents (Central Drug Authority, CDA 2007). Research conducted by the Medical Research Council (MRC) in 1996 showed that 5.8% of the South African population over the age of 15 years were alcohol dependents (MRC, 1996). A national survey of deviant behaviour among learners in Grades 8–11 at public high schools for 10 699, aged 14–18 years showed that the prevalence rates for ever having used a substance were over 50% (Plüddemann, Dada, Williams, Bhana, Pereira & Carelsen, 2009). Another study about risk behaviour in 2004 also indicated that teens in high schools are using illicit drugs (Rungani, 2012).

Various studies report that most of the youth just above 15 years are alcohol dependent and this implies that they had started using such drugs at younger ages and at school (Rungani, 2012). The use of drugs and substances in schools is further evidenced by the study by Plüddemann et al., (2008b) who reported that most urban males aged between 14 and 17 are users of illicit and hard drugs. In this report learners reported that they started experimenting with drugs between the age of 10 and 13 while they were at school (Rocha-Silva et al., 1996). This confirms that young people are starting to engage in the use of such substances at a tender age.

According to research conducted in 2000 regarding grade 7, 10 and 11 students from 35 secondary schools in Pretoria, more than one quarter of the respondents had witnessed illegal drugs being sold on their school grounds, while 42% had personally seen illegal drugs being sold in their neighbourhood (Nesser, 2003). The same survey revealed that when asked whether they knew a friend or classmate who had been using illegal drugs the majority of the learners confirmed that they did (Keating, 2005). From this study most coloureds reported that most of their friends had used illegal drugs in schools. In the Western Cape Province learners confirmed that their friends has used drugs and this is evidenced by the unprecedented

proportions of learners using tik in the province (Ndou, 2005). This means that according to literature abuse of drugs and substances by learners has been prevalent in the last decayed or two.

It was estimated that about 25 percent of male adolescents and 10 percent of female adolescents in schools abuse alcohol and substances at least once a week (Gillis, 1996). According to Simbayi et al (2004), 36 % of the youth reported use of alcohol and 5% reported to be using drugs in schools. Scholars such as Karugu and Olela (1993:87), Muthigani (1995:95) and Kamonjo (1997:65) who have conducted studies on the issue of drug use and abuse reported that they is a significant increase in the involvement of learners with drugs and substances as high schools and secondary schools in the country. Another survey on youth drug and substance abuse by (Sapa, 2005) reported that learners are engaging in the use of hard substances such as marijuana and nicotine in schools. These studies agree that they is a significant increase in deviant behaviour's by learners in the form of drug and substance abuse.

Data from various studies confirm that drug abuse is prevalent and increasing among young individuals still at school. Illicit drugs and hard substances have been reported to be commonly used by children and adolescents in South Africa schools (McGrath, Nyirenda, Hosegood & Newell, 2009). Studies in Cape Town have revealed that more and more learners are engaging in drug distribution as well the use of illicit drugs such as tick (Smith, 2005). In 2007 about 7% South African learners were reported to be abusing alcohol and other substances (presentation). The same paper reported a 20% increase in the use of alcohol and other related drugs and substances between 2004 and 2008 by learners in schools (Parry, Morojele & Jernigan, 2008).

According to the 2nd South African National Youth Risk Behavior Survey 2008, Western Cape, Gauteng, Free State and North West reported the highest rates of alcohol consumption. From the same report Limpopo and Western Cape had more female learners than male learners who used alcohol in their lifetime. These indications show that the South African youth are indulging in risk behavior activities. Reports from the education officials in Nakuru Municipality indicate that students are particularly abusing alcohol and tobacco related products at a rate which is causing concern to teachers and the community around the schools (Oteyo & Kariuki, 2009).

More and more students are engaging in the use of drugs in schools in this Municipality.

In present day South Africa the age of experimentation with drugs has changed. There has been a great difference between how children used drugs ten years ago and now. A report by SACENDU in February 2011 showed that children as young as seven are abusing dagga and also that children in higher grades are using harder drugs (West Cape News, February 2011). Furthermore, a study by Parry et al (2004) through University of South Africa (UNISA) showed that one in four grade 7, 10 and 11 learners drink occasionally during the course of a typical month. In the Western Cape the problem of alcohol and substance abuse has increased in recent years as more learners are turning to highly addictive drugs such as tik (Rungani, 2012).

In the Eastern Cape the Department of Education spokesperson for the province acknowledged that alcohol and drug use was becoming a big problem as most learners are committing themselves to this act (1st Biennial Substance Abuse Summit, 2007). A study by Mati and Feni (2004) in Mdantsane East London reported that, the Principal of a school in East London confirmed that drug trafficking led to drug use and abuse by learners. In the same district grade 11 girls were arrested for baking and bringing dagga cookies to school (George, 2004). According to SACENDU in their 2011 annual report, in the Eastern Cape (EC) the main primary reason for learners low pass rate was the influence of alcohol and drugs. A study by Rungani (2012) reported that more learners are engaging in drug and substance abuse in Grahamstown.

2.3.3 Commonly used drugs by learners

2.3.3.1 Alcohol

Alcohol has been found as the most commonly used drug by learners in schools (National Drug Master Plan, 2006-2011). SACENDU (2011) also adds that alcohol remain, the most commonly used and abused licit drug in South Africa. Gillis (1996) also reckoned that alcohol is the mostly used drug in schools as most young people find it easy to experiment with. There is a cocktail of illicit drugs in use in South African schools and alcohol appears to be the commonly used drug by students (Njuho & Davids, 2010). The national survey on risk behavior among learners in

Grades 8-11 at public schools reported that the greatest proportion of the sample 49.1% of the students use alcohol (Reddy et al., 2002). Similar results were also concluded by a study by Central Drug Authority, CDA (2007) who also reported that 49% of the sampled teens use alcohol more than other drugs. A recent study by (Rungani, 2012) also found alcohol to be the commonly used substance as both males and females find it easy to drink.

Due to the easy availability of alcohol among other drugs in South Africa it is rated as the most consumed drug in the country Babor et al. (2003). According to the United States Department of Health and Human Services (2000) alcohol is the most abused psychoactive drug in the United States. About 90% of the students use it before they leave high school. In Kenya a report by NACADA (2008) indicated that alcohol is the most commonly abused drug by about 61% of the learners. The same report indicated that 40.9% of the students were abusing alcohol in Nairobi Province and 26.3% in Central Province. These percentages indicate that students are abusing alcohol more than other drugs.

2.3.3.2 Tobacco/ Cigarettes

Tobacco or cigarettes were also reported among the highest consumed substances among learners in South Africa. In the country tobacco is unlimited because it is a socially accepted drugs therefore more learners are engaging in using it (Babor et al., 2003). Andrew (2006) further supported that tobacco follows alcohol as the commonly used drug due to its easy accessibility. Tobacco is the cheapest drug among all substances used by learners therefore it ranks among the commonly used substances used by learners in schools (Rungani, 2012). From the risk survey conducted in 2004 31% of the learners were found to be using tobacco on a regular basis (CDA, 2007). Among other drugs tobacco was found to be easy to experiment with thus constituting a greater proportion of learners using it (Hong Kong Narcotics Division, 2010a).

2.3.3.3 Cannabis

Cannabis is one psychotropic substance that is most commonly used by children and adolescents in South Africa (McGrath, Nyirenda, Hosegood & Newell, 2009). Most learners who use cannabis will have some experience of alcohol and tobacco thus why it is rated as the third highest drug used in the country (McGrath, 2009). Cannabis is rated among the drugs used across the African continent by learners (Njuki, 2004). Among a cocktail of illicit drugs used by learners South Africa cannabis seems to be heavily used by learners. According to Simbayi et al (2004), 36 % of youth reported use of cannabis, far exceeding dagga (marijuana). Obot (2005) reported that cannabis is regarded as a commonly used drug among rural school learners as it is easily accessible like alcohol and cigarettes.

2.3.3.4 Cocaine and Heroin

Cocaine and Heroin and other drugs appear to be the least common used substances by learners in South Africa (McGrath et al., 2009). Due to the difficulty in accessing such drugs very few learners find themselves abusing such drugs (Smith, 2005). According to a study Rungani (2012) heroine, tik and cocaine are expensive drugs thus they constitute the least percentage of drugs used by learners. A greater proportion of learners using drugs such as cocaine, tik and heroine are in urban areas and Western Cape Province was found to be the province constituting learners using such substances (Keating, 2005). The increase in the number of learners using such drugs is due to their highly addictive nature (Ndou, 2005; Cape Argus, 2005; Keating, 2005; Sapa, 2005). In the Western Cape the use of tik has been reported by South African National Council on Alcoholism (Sanca) as increasing at an unprecedented rate (Cape Argus, 2005).

2.3.4 Causes of alcohol and substance abuse by learners

Learners' abuse alcohol and substances for various reasons (Peterson, 2010). The reasons why learners use drugs vary. There are various individual and environmental factors that lead to learners using alcohol and substances in schools. In the current study, there was a need to know the reasons why learners abuse alcohol and substances as it will enable to confirm if the reasons presented on

literature on why learners abuse drugs is the same as the views of teachers on why learners abuse alcohol and drugs.

2.3.4.1 *The individual*

Various individual factors can drive learners' to abuse alcohol and substances at school (Peterson, 2010). Factors such as low self-esteem and poor self-control has been noted as major factors resulting in learners abusing alcohol and other substances (Peltzer & Phaswana, 2009). As noted by the Kaplans theory, the lower the self-esteem of learners the more they might indulge in deviant behaviour such as the use of alcohol and substance. Rungani (2012) further added that inadequate social coping skills among learners contribute to the use of alcohol and substances by learners. As alluded by Kaplans theory if learners fail to create relationships with others at school their self-esteem gets low thus get involved in deviant behaviour.

Some other individual factors that drive learners to use alcohol and substances are sensation seeking, depression, anxiety and stressful life events (Russell, Donna, Dryden, Liang, Friesen, O'Gorman, 2008). A study conducted in Australia among adolescents reported that most learners use illicit drugs because they just enjoy the feeling of being high (Spooner, 1999). The most common drug that learners end up using for social or psychological enjoyment according to Spooner (1999) is cocaine. In the same study negative feelings and boredom were also found to drive learners to such behaviour (Spooner, 1999). Spooner (1999) reported that learners end up using drugs such as sedatives, inhalants and cannabis to deal with worries and boredom. Problems such as neglect, violence and sexual abuse are individual problems that can drive an individual to abuse alcohol and substances (Peltzer & Pengpid, 2008). Learners end up using drugs as a means to cope up with such problems.

2.3.4.2 *Gender*

The sexual orientation of an individual is one factor considered when one thinks of using alcohol and substances (Russell et al., 2008). It is basically a norm and generally accepted that males should use alcohol and other drugs than female counterparts. Drug use for females is only accepted when they take legal substances

prescribed by their doctors who are socially acceptable (Peterson, 2010). Based on these factors more males tend to use alcohol and other substances because they see it as it is socially acceptable. Also due to their resistance to authority male learners tend to use alcohol and other drugs in schools. A study conducted by Ndom (1996:105) in Nigeria found that being male is associated with high risk for substance abuse. Asumi (1996) further adds that the young male students tend to engage in deviant behaviour such as drug intake than ladies.

2.3.4.3 Being young

The age factor is a characteristic that drive some learners to use alcohol and other substance. During this stage learners are constantly struggling to define and affirm identity thus engage in such behaviours (Nielsen, 2009). During this time when learners are struggling to define and affirm identity they start experimenting with alcohol and substances as part of their search for an identity (Oteyo & Kariuki, 2009). They may use alcohol and substances in order to define their belonging to a particular group or to relieve feelings of anxiety or stress as a result of the self search (Russell et al., 2008). Krohn, Hall, and Lizotte (2009) further adds that this is a transition stage that is often stressful and characterised with instability thus driving learners to use drugs.

According to Njuho and Davids (2010) age is strongly associated with the prevalence of drug and substance use among young people. The use of drugs continues to be high among young learners who will be enthusiastic with the idea of experimenting and feel good than others in the same age group who are not involved in such activities (Nielsen, 2009). Experimentation is the driving force during this point of time and drugs seems to have a strong appeal to young people who are beginning their struggle for independence as they search for identity (Peterson, 2010). Curiosity and thirst for new experiences drive them to experiment with alcohol and drugs.

2.3.4.4 Poor personal and social skills

Underdeveloped or poor social and personal skills among learners can drive them towards the use of alcohol and substances (Oteyo & Kariuki, 2009). The ability to take a decision, to express what one feels, to assert oneself or to solve problems are significant personal and social skills that young people need. Therefore the underdevelopment of such skills or the lack of such skills can drive a young individual to engage in deviant behaviour such as alcohol and substance abuse (Russell et al., 2008). Young people with poor personal and social skills are also less likely to be able to cope with difficult situations thus turn to the use of alcohol and other substances to deal with such situations (Njeri & Ngesu, 2014). A study by Madu and Malta (2003) reported that the majority of the youth take alcohol because they see it as easier to socialise after the use of such substances. This implies that the poor social skills and personal skills will drive learners to use the substances so that they can be able to socialise.

2.3.4.5 The family

The family is an environmental factor that plays a significant role in driving learners to use drugs (Bamberg, Toumbourou & Marks, 2008). Family disruptions, ineffective supervision, criminality and drug use in the family all are factors that can drive a learner to use drugs (Coley, Votruba-Drzal & Schindler, 2008). A study conducted among rural learners indicated that learners engage in drugs and substance use if their families fail to support them emotionally and physically (Brook, Brook, Zhang & Cohen, 2009). Failure to provide appropriate guidance to the learners will drive them to alcohol and drug intake (Bamberg et al., 2008). Young learners who are physically, emotionally and even sexually abused at home are more prone to alcohol and substance abuse than learners who don't encounter such challenges.

Schaefer (1996:133) adds that youths with poor home support tend to seek support and understanding elsewhere. Many find affection, understanding and support in the lifestyle of a drug abusing subgroup (Schaefer, 1996). Bezuidenhout (2004) further adds that adolescents with substance abusing parents experience a higher rate of parental and family problems than do adolescents whose parents do not abuse substances. This may cause poor parent-child attachment, which may in turn lead to a lack of commitment to conventional activities, thereby at times leading to adolescent drug taking (Bezuidenhout, 2004).

An in-depth literature review by Frederick (2010) outlined that parental discipline, family cohesion and parental monitoring are key factors that drive young learners towards drug intake. Learners who have a weak home connection often adopt high-risk lifestyles which can include drug use (Bradford, Burns Vaughn & Barber, 2008). Hemovich and Crano (2009) further add that there is a correlation between family structure and drug intake. In their study learners who do not live with either of the parents engage in more drug and substance abuse than learners who live with their parents (Hair, Moore, Hadley, Kaye, Day & Orthner, 2009). Strong family relationships are a source of support for the young members of the family, and may prevent children from engaging in drug abuse (Booth, Scott & King, 2010). Lack of stability in the family will increase stress therefore push learners towards alcohol and substance use.

Parents and members of the family act as role models for these young learners. Children learn from watching and imitating their parents and members of the family (Bandura, 1996). In the process of growing they pick both positive and negative habits from people from their immediate environment meaning parents. Such habits will shape their behaviour. With this regard more learners who see their parents or family members use alcohol and other substances at home will try such drugs. A survey report released by NACADA in Kenya in 2004 reported young people between 10 and 24 years, whose parents use or sells alcohol and other drugs also abuse these substances.

2.3.4.6 Peer networks

Learner's peers in the community are the most important reference group (Oteyo & Kariuki, 2009). The social interaction and connection one has with his or her peers can drive or discourage someone towards drug and substance intake (Njeri & Ngesu, 2014). Usually during the adolescence transition peer groups tend to replace the family as a learner's support mechanism. When peer groups get recognised as important support mechanisms by learner's acceptance and status in the group become a priority (Rungani, 2012). Learners will therefore go an extra mile in an attempt to get acceptance and status in certain social groups. Such activities learners engage in to get acceptance include alcohol and substance abuse.

Njuho and Davids (2010) reported that peer pressure and drug abuse by young learners are strongly associated. Spooner (1999) also reported that peer pressure account for an increase in the number of young learners using alcohol and other drugs in Australia. According to the United Nations (1992:15) peer pressure drives learners to use drugs and other substances as learners seek approval for their behaviour from their peers whom they attempt to convince to join them in their habit as a way of seeking acceptance. A study carried out by Kariuki (1988:85) in Nairobi secondary schools indicated that the majority of drug users had friends who used drugs who pressurised them to use such drugs.

Scholars such as Karugu and Olela (1993:87), Muthigani (1995:95) and who have conducted studies about drug and substance abuse agree that there is a positive association between learners drug using behaviour and the involvement of their friends in drugs. Kamonjo (1997:65) adds that if an adolescent associates with other adolescents who use drugs, the risk of involvement with drugs is further increased. This is further supported by a study conducted in Nigeria which also reported that the source of drugs for drug using-students were their peers and friends (Nevadomsky, 1982:75). Kiiru (2004:78) further affirms this association as he reported that peer pressure influences youth to use substances.

2.3.4.7 Availability and Accessibility

Easy availability and accessibility of drugs and substances can drive learners to use such substances. Easy availability of illicit drug was found to be strongly associated with the prevalence of drug use among young people (Njuho & Davids, 2010). Alcohol and other drugs such as cigarettes are used by learners because they are readily available for them. The easy availability and accessibility of drugs to learners is attributed to the fact that the laws and regulations intended to discourage or prevent illicit drug use are not stringent or not enforced (Rungani, 2012). Though such legislations are put in place to prohibit children under the age of learners to buy and use alcohol and drugs children still have access to such drugs (Rungani, 2012).

In South Africa it is known that access to alcohol and tobacco products is a strong determinant of the consumption of such products, particularly among young people (Babor et al., 2003). There are high levels of informal alcohol sales and high school

learners have easy access because the retailers do not abide by the laws which restrict them to sell beers to children who are under the age of 18. The same applies to other legal drugs such as tobacco. Learners even those under the age of 18 can buy alcohol and cigarettes in shops as sellers are only concerned with sales than the impact the substances will have on learners.

Easy availability and accessibility of such drugs is also facilitated by the fact that such drugs are cheap and learners can afford them (Oteyo & Kariuki, 2009). A study conducted by Njeri and Ngesu (2014) indicated that the availability of tobacco products is prevalent within Kenyan Provinces as they are made readily available to the consumers. Easy availability and low prices have contributed to the increase in the intake of drugs such as alcohol, cigarettes, drugs and cannabis in South Africa (Parry et al., 2008). Drug abuse and trafficking is also on the rise in Western Cape Province thus an increase in the availability of drugs and substances in the streets for learners (Rungani, 2012).

2.3.4.8 Media

The role that the media and advertising plays in influencing learners to engage in alcohol and substance abuse should not be ignored. The media has a certain role it plays in promoting a certain lifestyle among learners which might drive them towards alcohol and substance use (Oteyo & Kariuki, 2009). Young people are increasingly being exposed to mass media messages that are more tolerant towards the use of certain illicit drugs. This creates the wrong impression that the recreational use of those drugs is acceptable and glamorous and may even be beneficial in the pursuit of material success and the satisfaction of personal needs (Njeri & Ngesu, 2014). Therefore mass media become a major source of such messages and play a powerful role in shaping young people's responses to social stimuli in the environment thus engage in deviant behaviour such as alcohol and substance use (Smith & Foxcroft, 2009).

2.3.5 Impact of alcohol and substance abuse on learners

Various researchers have conducted some studies to explore the impact of alcohol and drug abuse on learners. Alcohol and substance abuse was found to interfere

with learner's ability to learn and the schools ability to educate (Adelman & Taylor, 2003). Alcohol and substance abuse affect the learning process thus resulting in learners performing poorly in schools (Adelman & Taylor, 2003). Alcohol and other substances affects learners' emotional and mental state of mind thus they won't be able to learn effectively compared to learners who devote their full attention to their education (McManis & Sorensen, 2000). Alcohol and substance abuse affects schooling as important and scarce resources such as time and energy are devoted to maintaining order in schools affected with serious consequences of the use of such substances (Rehm, Mathers, Popova, Thavorncharoensap, Teerawattananon & Patra, 2009). This is also because of chaotic and insecure school environments that would interfere with the academic success of students who otherwise are ready, and willing, to learn (Otieno & Wafula, 2009).

A review of the literature by the Massachusetts Department of Education reported that alcohol and drug abuse result in diminished school performance (McManis & Sorenson, 2000). Washington Kids Count (2002) further adds that groups of learners with middle or moderate involvement with alcohol and substance abuse report lower grade marks compared to learners with little or no involvement in drug and substance abuse. Children and adolescents who are under the influence of drugs and alcohol are not going to succeed in school because they spent most of their time not at school (Njeri & Ngesu, 2014). This is further supported by Shand, Gates, Fawcett and Mattick (2003) who reported that the lower marks are attributed to the fact that alcohol and substance abuse result in increased absenteeism or more time spent in detention thus affeting the learning process. And a school in which teachers spend much of their time enforcing discipline rather than teaching is not an environment in which most children will learn.

A study conducted in Pretoria among 35 secondary schools regarding learners from grade 7 to 11 revealed that the academic performance of learners who abuse alcohol and substances is low compared to learners who don't abuse such substances (Rehm et al., 2009). The research suggested that alcohol and substance abuse affect learner's academic performance. The same conclusion was adopted from the study by the Department of Health's South African Demographic and Health Survey (SADHS) conducted in 2008 by the Medical Research Council (MRC) and Macro International Inc which reported that alcohol and substance abuse have a

negative impact on learner's academic performance. Based on the findings of this research alcohol and substance abuse affect learners schooling thus lower academic performance as learners get addicted and they later spend more time in rehabilitation or outside school (SADHS, 2008).

The brain and some other functions of the brain are affected by excessive use of alcohol and substances (Plüddemann, Flisher, McKetin, Parry, & Lombard, 2010). Concentration levels are reduced as boredom creeps in faster on students who abuse and use drugs and substances (Kiumi, Bosire & Sang, 2009). This results in increased loss of interest in school work and other extra school activities. Absenteeism therefore arises from such consequences thus having impact schooling as there is prolonged time taken to complete studies by learners (Kiumi et al., 2009). Learner's decision making process, creative thinking and life and social skills development are affected by excessive alcohol and substance abuse (Saban, & Flisher, 2010). A learner individual performance is affected thus learners who abuse drugs and substances won't realize their full potential thus affecting learners career development (Louw, 2001). Ngesu, Ndiku and Masese, (2008) reported that alcohol is a central nervous system depressant and dulls the brain making learning a difficult task. Learners reasoning become impaired and education becomes less of a priority to learners (Flisher, Townsend, Chikobvu, Lombard, & King, 2010).

In South Africa alcohol and substance abuse has been attributed to increased learners premature death (Central Drug Authority (CDA), 2007). Even the lower involvement with drug and substance has an impact on learner's health and social functioning thus increase death in young people (Oketch, 2008). Also there is increased alcohol and substance related disabilities for learners (SACENDU, 2007). Alcohol and substance abuse has also been deemed to be a contributing factor to the increase in the number of learners affected by the HIV/AIDS epidemic (McGrath, Nyirenda, Hosegood & Newell, 2009). Therefore more diseases and health problems result from increased use of such substances thus more deaths in schools.

Alcohol and substance abuse also result in increased learners diseases such as insomnia, prolonged loss of appetite, increased body temperature and greater risk of hepatitis infection and HIV (Plüddemann, Flisher, Mathews, Carney, & Lombard, 2008a). The over use of such drugs will therefore result in severe damages on learners thus resulting in learner's sudden death (Corrigall & Matzopoulos, 2013).

Severe diseases resulting from alcohol and substance abuse are cancers, ulcers and brain damage which are dangerous for young learners (Kiumi, Bosire & Sang, 2011). Some physiological effects of alcohol and substance abuse on learners are accelerated heartbeat, blood pressure, alteration of breathing rate and the decline in the functioning of some body parts such as livers (Winger, Wood & Hofmann, 2004). Drugs such as cannabis, heroin and cocaine are addictive and they affect the hormonal systems and regular use result in addiction and later death among learners (Donson, 2010). Other diseases related with drug and substance abuse for young people are arthritis, gout and heart attack (Kiumi et al., 2011). A student who gets any of these physiological effects will find it difficult to continue with normal learning due to frequent absenteeism from school which affects learner's performance as well schooling.

Social core values that learners must adhere to are affected by the use of alcohol and substances in schools. Affected values are honesty, tolerance, peace, responsibility which thus affects learner's social skills development. The use of such drugs at such tender ages affects learner's identity as most learners end up losing their identity if they engage in drug and substance abuse (Otieno & Wafula, 2009). More social problems arise from the use of alcohol and substances by learners (1st Biennial Substance Abuse Summit, 2007). The Department of Education spokesperson for Eastern Cape acknowledged that drug use was becoming a big problem as learners who use such substances commit crimes such as rape, assaults and they also bully other learners at school (Shabangu, 2011).

Discipline in schools is one other problem that arises from learner's alcohol and substance abuse (Ngesu & Masese, 2008). Irritability, aggressive behaviour and over excitement are usually excessive alcohol and substance abuse (Plüddemann et al., 2010). Such behaviours will therefore lead to disciplinary problems in school as it results in violence and destruction of property in secondary schools (Kiumi et al., 2011). Commonly abused drugs such as alcohol and marijuana result in aggressive behaviours that result in bullying in schools by learners (Kirui, Mbugua and Sang, 2011). A study that confirms the impact of alcohol and substance abuse is one by Kiumi, Bosire and Sang (2009) who reported that in Kenya in 2007, 300 schools were closed because of learners who destroyed property and other losing their lives.

2.4 CHAPTER SUMMARY

The main focus of this chapter was to present the theoretical framework and the empirical literature that underpins this study. In an attempt to do this, the study conducted a literature survey. The study presented two theories that underpin this study; the attribution theory and Kaplan's self-derogation theory. The empirical literature provided the causes of drug and substance abuse by learners as well the extent of drug and substance abuse by learners in South Africa.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter focuses on the discussion of methodology and research design within which this study was located. A research methodology is a body of methods adopted in a particular research study or activity (Hair, Wolfinbarger, Ortinau & Bush, 2008). Research methodology is much concerned with how data is collected, measured and analyzed in an attempt to achieve research objectives (Kothari, 2004). This chapter addresses how data was collected, measured and analyzed through discussion of various sections of the research methodology which are a research design, population of the study, sample and sampling methods and the research instruments. The discussion also unpacks ethical issues, issues of trustworthiness, data analysis, sampling and issues of trustworthiness. Methodology refers to ways of obtaining, organising and analysing data (Kothari, 2004). Methodology decisions depend on the nature of the research questions. This study was confined within the parameters of qualitative research.

3.2 RESEARCH PARADIGM – INTERPRETIVISM

Research paradigm is the underlying assumptions and intellectual structure upon which research and development in a field of inquiry is based (Neuman, 2006). According to Parahoo (2006) a research paradigm is a world's view from a general point or a way of breaking down the complexities of the real world to make concepts simpler. Also Wellington (2008) strongly agrees that a research paradigm is a basic set of beliefs that guides action, specifically in terms of disciplined inquiry in a wider sense there-by making concepts on how a particular phenomenon should be studied and understood. Among others, there are positivist, interpretivist and critical paradigm that are mainly used in research.

Unlike the positivist paradigm, which produce constructive results through the use of experiments and testing in order to gather data (Wellington, 2008) interpretive

research paradigm seeks the understanding and places emphasis on the human capacity as it seeks to understand others through sympathetic introspection and reflection based on detailed narrative gathered through direct observation, in-depth, open-ended interviewing, and case studies (Cooper & Schindler, 2003). Last but not least, the critical paradigm focuses on oppression whereby it aims to promote democracy by making changes in different social, political, cultural, economic, ethical as well as other society oriented believes and systems. The main functions of a paradigm is that it defines how the world works, how knowledge is extracted from this world, and how one is to think, write, and talk about this knowledge (Neuman, 2006).

In that respect, the study was based upon the interpretive research paradigm. The interpretive paradigm was found to be appropriate in this study as it employs methodological approaches that provide an opportunity for the voice, concerns and practices of research participants to be heard. The interpretive approach was found to be appropriate in this study as it allowed the researcher to understand the social problem of drug and substance abuse by being able to be part of the situation or by being able to come close to people involved with the problem and listen to their problems and shared perceptions and experiences. The researcher involved himself with the teachers to obtain a thorough understanding of their thoughts and experiences on learners' drug and substance abuse hence the choice to use an interpretive paradigm in this study.

3.3 RESEARCH APPROACH – QUALITATIVE

Basically there are various approaches that can be used in research. Researchers can adopt a qualitative research approach or a quantitative research approach. There is an important distinction between quantitative research and qualitative research. In qualitative research the information obtained from participants is not expressed in numerical form. The emphasis is on the stated experiences of the participants, and on the stated meanings they attach to themselves, to other people, and to their environment (Patton, 2002).

Those carrying out qualitative research sometimes make use of direct quotations from their participants, arguing that such quotations are often very revealing (Eysenck, 2004). In quantitative research on the other hand, the information obtained from the participants is expressed in numerical form. Quantitative research employs mathematical analysis for the measurement of variables and places a heavy emphasis on the use of structured questionnaires (Cant, Gerber, Nel, & Kotze, 2005). According to Hair *et al.*, (2008) quantitative research enables the researcher to validate relationships and to test hypotheses. As far as a research approach was concerned when conducting research the research can be either qualitative, quantitative or a combination of both (Patton, 2002). For the purpose of this study, a qualitative research approach was adopted. The study focused on the views and experiences of teachers on drug and substance abuse by learners therefore a qualitative approach was suitable. The emphasis was on the stated experiences of the participants which were the teachers and on the stated meanings they attached to the phenomenon under study. A qualitative approach allowed the researcher in this study to make direct quotations from participants therefore it was found to be the best approach to use.

Qualitative approach was chosen to be appropriate as it allowed the researcher to investigate a small group of participants and generate information that is useful in certain contexts (Patton, 2002). Also, qualitative approach was chosen to be appropriate as it emphasised on the stated experiences of the participants and on the stated meanings they attach to themselves, to other people, and to their environment (Patton, 2002). In this case this refers to the teachers experience with learner's drug and substance abuse and what meaning they attach to such behavior. In this study the researchers is concerned with understanding participants' feelings, beliefs, ideals, thoughts on learner's drug and substance abuse therefore a qualitative approach was deemed to be appropriate.

The qualitative approach puts emphasis on the knowledge and practice that are studied at the local level (Patton, 2002). Qualitative researchers have always primarily been interested in describing the actions of the research participants in great deals and then attempting to understand these actions in terms of the actors' own beliefs, history and context. It is also for this reason that the researcher chose

this approach. In this study teachers were interviewed about the roles of principals as instructional leaders. One advantage of the qualitative approach is that it gives a researcher the opportunity to create a deeper and clearer picture of what is going on in a particular situation (Elliott, 2005). Researchers using the qualitative approach strive to understand the ways in which individuals interpret or make sense of their lives. The qualitative approach aims at developing theories and understanding circumstances. Qualitative research is based on an unstructured and flexible approach that seeks to explore the nature of the problem, not its extent (Kumar, 2005).

3.4 RESEARCH DESIGN – CASE STUDY

Collins (2011) defined a research design as the strategy that constitutes the plan for gathering, measuring and analysing data. The research design is of significant importance on the bases that it defines the achievement or failure of the research. It is about what kind of study one will be undertaking and whether it will give the best response to the question that has been formulated. The research design guides consistent plans for the gathering and analysis of data so that conclusions may be drawn. A research design gives a general framework for the gathering and examination of the data (Gupta & Gupta, 2011). A choice of research design reflects decision about the priority being given to a range of dimension of the research process (Bryman & Bell 2007) and this of course will have considerable influence on lower level methodological procedures such as sampling and statistical packages.

The research design that was used in this study was a case study. Bell (1999) state that a case study design is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in- depth within a limited time scale. Mothata, Lemmer, Mda and Pretorius (2000) defined a case study as a qualitative, detailed examination of one setting, one subject, one single depository of documents or one particular event. The case under study was the views of teachers on learner's drug and substance abuse. The study followed a case study design as it is qualitative research and the researcher wanted to have a detailed examination of teacher's views and experiences on learners' drug and substance abuse in schools.

3.5 POPULATION AND SAMPLING

According to Neiuwenhuis (2010), a population is a group of individuals, objects, or items from among which samples are taken for measurement. McMillan and Schumacher (2010) and Rusi, (2015) noted that population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Also, Hair *et al.*, (2008) strongly agree that a population is an identifiable set of interests to the researcher and related to the phenomena under study. It entails the specification of the survey group which is under investigation and the specifications define the elements that belong to the target group and those that are not to be included (Flick, 2009). In this study the population consisted of the total number of teachers at the selected schools. The total number of all the teachers at the schools was 32.

Sampling is defined as the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group (Cooper & Schindler, 2003). Various authors are in agreement that a sample is a small part of the population with the same attributes as those in the entire population which can be analyzed to make various decisions about a particular population (Sekaran, 2004). The main idea of sampling is that by selecting some elements of a population the researcher can draw conclusions about the entire and defined group of elements which is the target population (Wellington, 2008). Hence, data gathered about a sample was used to accurately make decisions about the population. The following subsections provide details on the sampling procedures and sampling techniques used in this study.

3.5.1 Sampling procedure

Various researchers use probability and non-probability sampling procedures for sampling participants when they are conducting their studies so as to save costs and time. Probability sampling entails that all members in the population have an equal chance to be chosen for the study (Cohen, Manion & Morrison, 2007). In this study, the selection of participants from the population was not done randomly. Non-probability sampling is the opposite of probability sampling where elements in the population have no equal chance to be selected for the sample (Cohen *et al.*, 2007).

This study adopted a non-probability purposive sampling procedure to obtain the sample of schools for study.

The research process of sampling is important for data collection, interpretation and presentation of findings (Flick, 2009). Purposive sampling was adopted in this study. Creswell (2002) defines purposive sampling as intentionally selecting individuals and sites to learn or understand the central phenomenon. Purposive sampling was chosen in this because it is aimed at gaining a better understanding of the problem at hand from the participant's perspective that have the knowledge and experiences of the problem at hand and that work with the learners on a day to day basis. These are the teachers who experience the use of drugs and substances by learners at schools. So through purposive sampling the researcher could get an in-depth understanding of the phenomenon under study.

3.5.2 Sampling the research site

Only two secondary schools (see appendix D) were selected as this was a case study and thus only a small sample was needed to ensure a detailed examination of one setting. For the reason of anecdotal account of the prevalence of drug and substance abuse in the areas where the schools were located, these two secondary schools were selected. Schools that have been reported to have high rates of drug and substance abuse were purposively selected by the researcher. Since the study focused more on the views and experiences of teachers on drug and substance abuse the schools that have a high prevalence of the problem of drug and substance abuse were sampled for the study. This enabled the researcher to have in depth information with regards to the phenomenon under study. The two schools were coded as school A and school B.

3.5.3 Sampling the participants

From these two schools 8 participants were selected from each school. A total of sixteen participants participated in this study. The purpose of having a small group was to help the researcher gain a better understanding of the phenomenon under study. The incentive for sampling few participants was based on the fact that, with

case studies, the selection of small groups gives the researcher a chance to make a detailed examination of one setting (Mothata *et al*, 2000), or conduct an in-depth analysis of unique single entities or cases (McMillan & Schumacher, 2010). In this regard teachers were selected as the research participants as they are in close contact with the learners since learners spent most of their time at schools. From each school the researcher obtained the list of all teachers. This list is known as a sampling frame. After obtaining the list then simple purposive sampling was conducted to obtain 8 participants from each school which make the sample of the study. The participants were given codes as participant 1, participant 2, participant 3, participant 4, participant 5, participant 6, participant 7, participant 8 (from school A0 and participant 9, participant 10, participant 11, participant 12, participant 13, participant 14, participant 15, participant 16 (from school B).

3.6 DATA COLLECTION

Data collection is the process of gathering and measuring data on variables of interest, in an established and systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Cooper & Schindler, 2008). Crowther and Lancaster, (2008) remarks collecting credible data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another. Data Collection is an important aspect of any type of research study and inaccurate data collection can impact the results of a study and eventually lead to invalid results. Resultantly, which data collection method to employ relies upon the study's aims and objectives and also on the merits and demerits of each method.

Data collecting methods vary from one discipline to the other but the level of accuracy should be maintained at all cost. Data collection methods for impact evaluation vary along a scale. At the one end of this scale are quantitative methods and at the other end of the scale are qualitative methods for data collection. Thus, the present study focused on qualitative forms of collecting data from the participants. The qualitative methods used to collect data in the current study include interviews and focus groups interviews.

3.6.1 Face to Face Interviews

The aim of conducting interviews in research was to obtain rich descriptive data that will help the researcher understand the participant's construction of knowledge and social reality (Kelly, 2007). For the purpose of this study, a semi-structured interview was adopted as the data collection technique as it is a flexible tool that allowed the interviewer to use open-ended questions for prompts and probes into the participant's initial responses, to clarify views and it allowed the respondents to express themselves openly and freely. (see appendix A) In this study, four sets (two from each school) of face to face interviews were conducted.

3.6.2 Focus Group Discussions

According to Eysenck (2004) focus group interviews entails interviewing a group of research participants once rather than interviewing them separately where research data is generated in the process of interaction. A focus group interview enabled the researcher to obtain diversified opinions as individuals are given the opportunity to freely express their opinions and constructively criticize each other and comment on each other's opinion. Since a case study design was adopted a focus group was relevant as it allowed a small group of people to be interviewed. In the case of this study a focus group interview was conducted in each school which consisted of all the teachers selected for study. The purpose of the focus group was to enrich the data that was collected from face to face interviews.

3.7 ACCESS TO THE PARTICIPANTS

After having been granted permission to conduct the study (see appendix B) the researcher sought to gain access to the participants. To gain access to the research sites and participants, the researcher sought permission from the District Department of Education (see appendix D), requesting the department to conduct research in the said schools. Permission was granted for the researcher to undertake research in the selected schools (see appendix E). At the school level, the school principal took the responsibility of making available participants needed by the researcher.

3.8 DATA ANALYSIS

A qualitative approach was adopted in this study which asked for the recording, analysis and attempt to uncover the deeper meaning and significance of human behaviour and experience, including contradictory beliefs, behaviours and emotions. In qualitative research researchers are interested in gaining a rich and complex understanding of people's experience and not in obtaining information which can be generalized to other larger groups (Barbbie, 2010). The approach adopted by qualitative researchers tends to be inductive which means that they develop a theory or look for a pattern of meaning on the basis of the data that they have collected. This involves a move from the specific to the general and is sometimes called a bottom-up approach. However, most research projects also involve a certain degree of deductive reasoning (Barbbie, 2010).

Since the study was qualitative and interpretative in nature the analysis process aimed at establishing how participants make meaning of a specific phenomenon, drug and substance abuse by learners in this case. The analysis aims at making meaning and conclusions from the research participants information provided. During the process of analysis the researcher aims at noting patterns, themes, categories and regularities. This study therefore makes use of thematic content analysis to analyse the data. Thematic analysis emphasizes pinpointing, examining, and recording patterns (or "themes") within data" (Howitt & Crammer, 2007).

Researchers use thematic analysis as a means to gain insight and knowledge from data gathered. This method enabled the researcher to develop a deeper appreciation for the group or situation under research. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question (Barbbie, 2010). The themes become the categories for analysis. An in-depth analysis of the information provided done by the researcher where he tried to make meaning and draw conclusions from such data through identifying similar patterns and themes.

3.9 TRUSTWORTHINESS

Saunders, Mark, Lewis, Phillip, and Thornhill, (2009) posit that trustworthiness of a research study is important to evaluating its worth. Trustworthiness involves establishing credibility, dependability, transferability and confirmability. Credibility entails the confidence in the accuracy of the results. To ensure that there is credibility the study did member checking. The interpretations and conclusions of the study were tested with the participants. The participants supported the final interpretations and conclusions of the study. To ensure conformability the study will employ triangulation.

Triangulation of data was adopted to ensure trustworthiness of data. Data triangulation involves the use of different sources of data/information (Cooper & Schindler, 2003). According to Yin (2009) triangulation is the use of a number of methods to gather data. To ensure trustworthiness in the proposed study data was collected through various methods such as focus group interviews and semi structured interviews. To ensure that the data is trustworthy the researcher tried his best to make sure the study is valid and reliable. Validity refers to the extent to which a measure adequately assesses the construct it purports to assess (Nunnally & Bernstein, 1994).

3.11 ETHICAL CONSIDERATIONS

In undertaking research, researchers obtain information from participants who are normally not part of the research process (McMillan & Schumacher, 2010). It is therefore the researcher's ethical responsibility to protect the rights and welfare of the sources of information. Ethical considerations in research are concerned in minimizing harm while in turn increase benefits in research (Flick, 2009). It was the obligation of the researcher to respect the ethical principles of conducting research. Various ethical principles discussed below were adhered to in this study.

3.11.1 Permission to conduct study

Firstly approval to conduct this study was obtained from the institutional ethics committee at the University of Fort Hare (see appendix C). After obtaining the clearance the researcher asked permission to conduct the research from the Department of Education offices in King Williams Town since that where the study took place. Also a letter requesting permission to conduct the empirical survey was written to the principals of the various schools clearly stating the purpose of the study.

3.11.2 Informed Consent and Voluntary Participation

According to Parahoo (2006) informed consent is the process of agreeing to take part in a study based on access to all relevant and easily digestible information about what participation means, in particular, in terms of harms and benefits. To ensure compliance with the ethical principal of informed consent, the Education district head and relevant people from the education district were informed of the true nature of the study as well its objectives so that they can make an informed decision either to allow this study to take place. This informed consent was done through the application letter which was sent to the district heads to grant permission to conduct the study. Participants were asked to sign a consent form that reflects their desire to voluntarily participate in the study. As well the participants of the study which are the teachers were provided with sufficient information so that they can make an informed decision whether to take part in the study or not. No participant was forced to take part in the study.

3.11.3 Privacy and confidentiality

When conducting a study it is very important to conduct research in a principled way to avoid informant stress, undesirable publicity and humiliation. Thus, according to Maree and Westhuizen (2007) they outline that an essential ethical aspect is the issue of the confidentiality, privacy of the results and findings of the study, and the protection of the participants' identity and keep it anonymous and reassured that the research will not harm them in any way.

Privacy and confidentiality of the records was guaranteed during the data collection process. The records that were made during the interviews were kept strictly confidential. No other person besides the researcher had access to the records used in this study. To ensure anonymity of the schools that were used in the study symbols or pseudonyms, rather than real names, were given to them so as to avoid them being recognised. Also the participants were identified using symbols not their real names to ensure anonymity.

3.12 CHAPTER SUMMARY

This chapter presented the methodology and methods used in the study. An interpretive, qualitative approach was adopted in the study. The study was conducted in form of a case-study of the selected high schools in King Williams Town Educational District where sixteen teachers were selected as the units of analysis. Various data collection methods were employed in the study. The instruments used to collect data included semi-structured individual interviews and focus group interviews. A variety of methods for data collection were chosen so as to allow comparisons and triangulations of the data thus ensuring validity. The following chapter focuses on the analysis of the collected data.

CHAPTER 4

PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

4.1 INTRODUCTION

The previous chapter entailed the research methods that were employed by the researcher to collect the relevant data. This chapter introduces the findings of the study that was conducted on teachers' views on drug and substance abuse by learners. The findings of the study conducted were used to answer various research questions highlighted in Chapter one. This chapter also explains and presents the overall findings of this research. This chapter is divided into themes which are teacher's views on drug and substance abuse, perceptions teachers have on learner's drug and substance abuse, experiences teachers have on learner's drug and substance abuse, challenges faced in dealing with drug and substance abuse and suggestions made to curb drug and substance abuse.

4.1.1. Response rate

Before presenting and analysing data about how teachers view drug and substance abuse by learners it is imperative that the researcher outlines the response rate. In a study of this nature a response rate refers to the number of persons who answered the interviewed divided by the number of people in the sample (Yin, 2009). Table 4.1 depicts the response rate for this study.

Table 4.1 Response rate

<u>No of interviews conducted</u>	<u>Sample size</u>	<u>Response rate</u>
16	16	100%

The table overleaf illustrates that 16 interviews were conducted from the research participants. The sample size for the study involved 16 participants. This therefore means all participants included in the sample did take part in the study giving a 100% response rate.

4.2 DEMOGRAPHIC INFORMATION

This section presents the findings of the study on demographic information of the participants. Issues of gender distribution, position held in the school and the time someone has been employed in the school were presented and analysed by means of tables. Eight participants were selected from each of the two schools. The data was collected from 16 teachers. For the sake of anonymity during the data analysis phase participants were given codes. Participants 1 to 8 were from school 1 and they were Participant 1, Participant 2, Participant 3, Participant 4, Participant 5, Participant 6, Participant 7 and Participant 8. In school 2 they were participant 9 to 16 and they were coded as Participant 9, Participant 10, Participant 11, Participant 12, Participant 13, Participant 14, Participant 15 and Participant 16. These codes will be maintained through the whole data analysis as no names of any participant will be reviewed.

4.3.1 Gender Distribution

Table 4.2: Distribution of participants by gender

School	Females	Males	Total
School A	3	5	8
School B	2	6	8
Totals	5	11	16

The Table 4.2 overleaf illustrates the gender distribution of the participants in each school. Of the eight participants in school A there were three females and five males. In school B there were two females and six males. The above table illustrates that they are 5 females who participated in the current study. There are eleven males who participated in the current study. This might give an indication that they are more males dominating the two schools under investigation.

4.3.2 Educational qualification distribution

The table below shows the position distributions of the participants used in this study.

Table 4.3 Distribution of participants by positions held

Position	School A	School B	Total
Principal	1	1	2
Teachers	7	7	14
Totals	8	8	16

The above table indicates that the study comprised of 2 principals one from each school. Then they were 7 teachers drawn from each school to make a total of 14 teachers.

4.3.3 Tenure Distribution

The table below shows the number of years that the participants have served in their respective schools.

Table 4.4: Distribution of participants by tenure

Tenure	School A	School B	Total
0 – 4 years	1	2	3
5 – 9 years	4	2	6
10 – 14 years	0	2	2
15 – 19 years	1	1	2
20 years and above	2	1	3
Totals	8	8	16

In school A one participant has been in the school for a period of zero to four years. In school B two teachers have been in the school for a period of zero to four years. A total of three participants have been in the school for a period of zero to four years. Four participants from school A have been in the school for a period of five to nine years whereas in school B two participants have been in the school for that period of time. This shows that we have 6 participants who have been employed in the teaching field for a period of five to nine years. There is no participant in School A who has been employed for a period of 10 to 14 years while we have two participants from School B who have been employed for 10 to 14 years. The results also show that a total of two participants have been employed in the teaching field for 15 to 19 years. Each school had 1 participant each who had been employed for this time period. In school A two have been employed for 20 years and above while in School B only one participant has been employed for a period of 20 years and above giving a total of three participants who have been employed for this time period. The results show that the majority of the participants have been employed for a period of five to nine years.

4.4 TEACHERS' VIEWS AND EXPERIENCES ON DRUG AND SUBSTANCE ABUSE

This section deals with the theme teachers views on drug and substance abuse by learners. The theme is divided in four subthemes which all aim at describing teachers views on drug and substance abuse by learners. The subthemes are viewing drug and substance abuse by learners in the schools, effects of drug and substance abuse on teaching and learning in the schools, drug and substance abuse by learners versus positive school atmosphere and how the school community assists in dealing with drug and substance abuse.

4.4.1 Teacher's views on drug and substance abuse by learners at the schools

The findings from the two schools under investigation indicated that they do face drug and substance abuse problems at their schools. One common trait identified from the participant's views was that they all shared the same definition of drug and substance abuse. All participants believed that drug and substance abuse by learners is the use of alcohol and other related substances that hinder a learners performance. When Participant 1 was asked about the definition of drug and substance abuse the response was:

"...I believe drug and substance abuse is when learners abuse drugs and hard substances particularly marijuana which later has an effect on them."

Participant 9 sees drug and substance abuse as the deliberate use of substances by learners. They are not forced to drink or smoke but they drink for self-fulfilment. This means drug and substance abuse is a deliberate act by learners to engage in the use of drugs and substances to induce certain effects. Participant 9 from school B when asked about the definition of drug and substance abuse he responded that:

"...drug and substance abuse by learners is when learners decide to use alcohol and drugs leading to them being hyperactive."

Participant 3 is of the opinion that drug and substance abuse is when learners use drugs and later become addicted to the substances to the extent that they cannot survive without them. His comments proved that the abuse of drugs is the excessive

use of these substances which leads to addiction which results in some serious problems for the learners. The participant reported that:

“...learner drug and substance abuse is the use of drugs leading to addiction thus impairing one academic performance and health.”

The analysis indicated that some teachers viewed that learner drug and substance abuse as a deliberate act. Participant 3 reported that learner decides on his or her own to engage in using drugs and substances. After engaging in the act this might result in effects on the learners. Excessive use results in addiction which results in either an academic effect or a health effect. In that respect learner drug and substance abuse was viewed as the deliberate intake of drugs and substances which later have an impact on health and academic performance.

4.4.2 Effect of drug and substance abuse on teaching and learning in the schools

This subtheme is aimed at analysing how drug and substance abuse affected teaching and learning in these schools. It can be noted that alcohol and substance abuse affect teaching as participants provided their views on how teaching and learning is affected. The results from the study indicated that alcohol and drug substance abuse affect learners reasoning thus becoming violent, destroying and stealing school property as well from other learners. It was reported that learners indulge in drug and substance abuse and make the school environment unbearable for those who do not smoke thus affect how effective learning can take place as the schools.

There is a clear indication that day to day school activities are interrupted as a result of alcohol and substance abuse by learners and an attempt to curb a situation like this was essential. Such disruptions affect effective learning to take place. Participant 1 from school A reported that:

“...They are disruptions to teaching and schooling as police raids are sometimes conducted thus affecting the daily school activities. It has come to our attention that most drug abusers are thugs and they fund there drugs by robbing

from the local people and shops. Recently some Grade 12 kids were taken into custody after robbing a shop owned by a Somalian."

It can be noted from the above excerpt that in School A the level of drug and substance abuse was very high as in some cases police were making raids to combat the use of drug and substance by learners. In Participant 1's point of view the appearance of the police in the school was threatening positive teaching and learning atmosphere. The fact that there was a situation whereby some learners had been apprehended for being involved in robbing was an indication that the situation was going out of hand. Participant 6 from school A was in agreement with participant 1 as how alcohol and substance abuse affect teaching and learning. Drug and substance abuse has interruptions on school activities. Police investigations and raids waste time that should be used for school activities. Participant 6 reported that:

"...Learners who abuse drugs and substances cause undesirable atmosphere for teaching and learning as they interrupt teaching. Other learners who have become addicts are resorting to stealing other kid's belongings as well school property thus time is wasted investigating and dealing with such cases."

Participant 4 reported absenteeism increases when learners indulge in drugs and substances abuse. This can lead to future dropping out of schools. In situations where learners come to school today and bunk tomorrow affect learning as teachers are being forced to repeat what they might have taught the previous day. Participant 4 reported that:

"Drugs affect learning and schooling as absenteeism and dropouts increase which make it difficult to teach a small class and sometimes repeat what you taught the previous day to learners who were not around so effective learning never takes place."

This was an indication that participant 4 was feeling the pinch of having to deal with the consequences of drug and substance abuse as she has to repeat the work that she has already covered

It was reported that alcohol and substance abuse can result in effective learning not taking place. Drug and substance abuse results in loss of concentration and temporary memory loss. This result in learner's failing thus run away from classes

which in turn decreases the motivation of teachers to teach half empty classes. This is what participant 8 had to say with regards to the effect of drug and substance abuse on teaching and learning.

“...It is very hard for these kids to learn because alcohol and drugs makes it difficult for them to concentrate during lessons. Frustrations start to creep in as they fail and they run away from classes. Most teachers will then get bored and discouraged to teach half a class where they are serious cases.”

This was an indication that the abuse of drugs and substance by learners in this school resulted in serious consequences. Participants further noted that alcohol and substance abuse can have effects on time wastage. Such an assessment can be drawn from the response by participant 1 and participant 6. Time wastage as a result of drug and substance abuse can also be noted from the response of participant 11 from school B. Abusers of such substances engage in behaviours that require attention to paid to the consequences of such actions. This results in time for learning being wasted. Participant 11 reported that:

“...These kids that smoke dagga believe they can rule anyone. They become very violent. One other learner even went as far as attempting to beat a teacher. Another one harassed a girl student. Time is also wasted attending to the consequences of their violence.”

It was also reported that conflicts with authorities arise when learners start using substances. Participant 11 commented that when they are under the influence of alcohol they do not fear their teachers and headmasters. He also noted that do tasks that are assigned to them which derail the learning process. Participant 15 reported that:

“...Drinkers and smokers affect teaching and learning as most learners are always conflicting with teachers because either they don't do their assignments and homework. They don't even concentrate at all.”

Participant 16 was of the same view with participant 15. Due to drug and substance abuse learners become ill disciplined. They don't adhere to school rules. They become violent, damage school property thus effective learning doesn't take place. The participant 15 lamented that:

“...The fact that these kids drink and smoke imply they lack discipline. They are always conflicting with school administration and damaging school property which affect teaching and learning.”

It can be noted from the above presentation that drug and alcohol abusers were causing a very unpleasant atmosphere in these schools and that quality teaching and learning could not be easily realised.

4.4.3 Drug and substance abuse versus positive school atmosphere

The results from the participants indicated that drug and substance abuse have been seen as having a negative effect on the school atmosphere. The participants reported that drug and substance abusers make the school environment not conducive for learning and teaching as indicate before. They also reported that their intolerance to authority makes them looked very much undisciplined. They engage in hostile behaviours that makes other kids as well teachers unsafe. Some of the participants reported that, violence is one consequence of drug and substance abuse by learners. They tend to become thugs who carry dangerous weapons and they do not adhere to school policies and regulations. Violence which arise at school make the atmosphere not convenient for other learners and even teachers as they fear to be victimized by drug addicts. Participant 9 from school B had to report that:

“...Drug and substance abuse causes teen violence, and as such users carry weapons at school and they are more likely to resist authority.”

Similar conclusions can be drawn from the response of participant 9 and 13 from school B. They both noted that violence and hostility seems to be a common problem as a result of drug and substances and that learner's decision making becomes a problem and they are capable of doing anything dangerous and this affects the atmosphere at schools. Participant 13 commented that:

“...Substance abuse affects my school in such a way that teens or kids become more hostile, and their decision becomes greatly impaired. They can decide to do anything at any time which is not conducive.”

It can be noted from the above excerpt that learners in this school were not in any standard suitable for teaching and learning environment. They fact that participant 13

reported that learners can do anything any time was an indication that he was very much uncomfortable with the environment within which he worked.

Participant 4 from school A share the same views with participant 9 and 13 from school B on how the atmosphere is affected by learners who use drugs and substances. She reported that learners who are under the influence are not scared of anyone. They make the school environment tense due to their hostility. Participant 4 complained that:

“...drug and substance abuse makes the school atmosphere tensed. The learners under drugs become hostile to both teachers and their mates.”

This was an indication that violence was a major consequence of drug and substance abuse in schools. Such violence affects the atmosphere as learners and other teachers become scared of learners who are under the influence of Alcohol. Participant 7 reported that:

“...Kids who use dagga are not scared to use any weapon against anyone. This makes some of our learners scared and make learning difficult as some kids now are scared of coming to school because they are scared of being victimised by smokers and drinkers. Other kids become scared to even express themselves when such people are around especially after the recent stabbing of another kid by another kid who was high on marijuana.”

It can be noted from the above presentation that the issue of drug and substance abuse affecting negatively school atmosphere was prevalent in these schools. This means that in these school there was no way that positive learning environment could prevail. The situation was completely hostile to teaching and learning.

4.4.4 How school communities assist in dealing with drug and substance abuse

To a very limited extent, community assistance seemed to be provided in school B as compared to School A. The results of the study indicated that most teachers in school A have mixed feelings as to the assistance of the community in solving drug and substance abuse by learners. However in School B the participants highlighted the fact that they were supported by the community in fighting this problem. Participant 7 from School A highlighted that there is insignificant support being

offered by the community in solving the alcohol and drug abuse by learners. The community seems to have a lot of drunkards who seem to have a bad influence on the learners. They seem not to mind about the welfare of the kids as they only care about drinking their own alcohol. Participant 7 he complained that:

"...Very little assistance we getting from the community. Seems the community is full of drunkards who don't even care what will happen to these kids if they become like them."

Similarities of the community not supporting the school fight alcohol and drug abuse by learners can be drawn from the response of participant 4. Little or no assistance is being offered as these are the same people who are causing the problem. She commented that, maybe due to the fact that these are the same people who run taverns and small retail shops they do not want to kill their businesses. They cannot help the schools while they are sacrificing their businesses.

The majority of participants from school A reported that they had a problem in as far as far as the community can help in solving this problem of alcohol and substance abuse by learners. They noted that, when the school attempts to get role models to come and educate learners to stop abusing substances when they are at school they are turned down and that everyone nowadays seems to be motivated by money therefore they do not see the need to go to the schools and help in the fight against this problem. Participant 1 from the school reported that:

"...I can say there is no support the school is obtaining from the community. Role models who are invited don't recognize how poor we are. They want money. Why can't they just do this for the sake of the kid's lives?"

In school B the reports were that some assistance was offered by the community in School B. Unlike in school A where role models were motivated by money to come and educate the learners, this was not the case in school B. It was reported that in this school role models tend to assist the school here and there and try to educate the learners to stop abusing drugs and substances while they are still at school. Participant 11 reported that:

"...the community supports us here and there but we do wish they support us significantly as they are also involved with the teens. The only support we get is

through a few role models who come and teach learners about drug and substance abuse.”

It can be noted from the above statement that a support of a limited extent was given by the community in school B. Participant 11 also reported that professional assistance programmes have also been implemented through the assistance of the community. Support groups were counselling learners and professional help was offered to them through the assistance of non- governmental organizations (NGO's) in the community. It was also reported that community groups sought to help learners understand the problems of alcohol and substance abuse thus try discouraging them from using such substances. Participant 14 reported that:

“...Some assistance has been obtained from the community through NGO assistance programmes, groups and crisis counselling and professional assistance on mental health or substance abuse programmes.”

There seem to be some assistance from the community where school B is located. Some community engagement programmes were facilitated and learners were educated and discouraged using drugs. Campaigns were conducted and professional education and counselling seem to be provided with the aim of fighting this problem in the school. Participant 16 reported that:

“...the community has been actively involved in our plea to fight alcohol and substance abuse. They even arrange campaigns where professional people educate people about the effects of drug and substances.”

Not only does the community assist through these campaign programmes but they seem to fight this problem by reducing the supply of such substances in the community. As community members they know the potential suppliers of such substances. So extinguishing areas where such substances can be provided is key in fighting this problem. Participant 13 from the school reported that:

“...our community assisted by cooperating with the school authority by relocating the shacks that stay local criminals that influences students. These shacks were moved far away from learner's proximity.”

One can deduce the fact that school communities have different attitudes when it comes to supporting their schools in dealing with the problem of drug and substance abuse. The data showed that school B was better off when it comes to support that was given by the school community. Although indications were that in school b there was some form of assistance that was given by the community, there were no indications that these supports programmes were yielding positive results.

4.4.5 Prevalence of drug and substance abuse in the schools

This section of the study sought to establish the magnitude of drug and substance abuse among the two school learners. The respondents provided their description of how they perceive to be the prevalence of drug and substance abuse in the schools. From the results it indicates that they have been increased cases of alcohol and substance abuse by the learners in the schools. It can be perceived that the problem of drug and substance abuse exists at the schools. And the problem is extensive.

In school A they seem to be a problem of drug and substance abuse. Learners seem to be using and abusing such drugs as it is reported that a lot of cases are reported every now and then of learners who use and abuse drugs. Noticeably more female learners are starting to engage in the use of drugs and substances. Participant 1 from School A reported that:

“...drug and substance abuse is becoming a problem in our school. They have been increased cases reported to my office of alcohol and substance abusers. Surprisingly more females’ cases are emerging these days compared to boys.”

Participant 6 seems to concur with participant 1 from school A. Alcohol and substance abuse seemed to be in a rise in this school. It was reported that more senior learners were engaging in this deviant behaviour of using drugs and substances. The participant reported that:

“...the school is facing a serious problem of drug and substance abuse. The magnitude of substance abuse is high in higher grades”

From School B drug and substance abuse was also a problem of concern at the school. They seemed to be experiencing an increase in the number of learners who were engaging in such behaviours. Quite a substantial number of learners are

abusing drugs and substances at the school. The situation seems to be a serious problem as participant 12 from the school reported that:

“...experimentation with drugs has resulted in more teens abusing drugs at the school. The number of learners using drugs is just unbearable. Change needs to be done early because the problem is getting out of hand.”

A similar pattern of high drug and substance abuse in School B can be drawn from the response of participant 13. There seemed to be a high prevalence of alcohol and substance abuse at the school as it is clear that more and more learners were indulging in this behaviour. Learners seemed to be running towards the use of drugs and substances. Participant 13 who is a teacher at school B commented that:

“...it's like it's a competition. The rate at which learners are now drinking beer and smoking marijuana and cigarettes is shocking.”

4.4.6 Grades mostly involved in drug and substance abuse

The results of the study indicated that senior classes were the heavy users of drugs and substances at schools. Grade 10, 11 and 12 were the classes that the research participants reported as the abusers of drugs and substances in the schools. Participant 8, 11 and 14 from school B reported that most cases of drugs and substance abuse reported at the school involved learners from Grade 10 to 12. Participant 10 from this school highlighted that:

“...a few grade 10's abuse alcohol because of curiosity while grade 11 and 12 are easily becoming addicts of tobacco and alcohol”.

Participant 3 and 7 from School A highlighted that learners from Grade 11 to 12 have a serious problem of alcohol and substance abuse. Participant 7 reported that *“some learner's in Grade 12 are repeating and they tend to influence other learners to start abusing alcohol and substances”*. Participant 3 reported that, *“learners from Grade 11 to 12 feel that they are adults already thus engage in drinking like adults”*.

4.4.7 Reasons for drug and substance abuse

From the data collected from the participants it can be noted that peer pressure, exposure to family members or community members who use the drugs, role models and easy availability. The results indicated that the major factor resulting in learners abusing drugs is peer pressure. Learners tended to influence each other to use drugs and substances. Some responses from the participants on how peers pressure lead to learners using drugs and substances are highlighted below. Some of the key informants reported that, due to the fact that learners spent most of their time at school the interaction with other peers might be a contributing factor influencing them to start using drugs and substances. The more someone spends time with someone who uses drugs and substances the pressure to belong to that someone or group will push the learner to start using the drug just like the other friend. Participant 2 and 7 from school A as well participant 15 from school B reported the effects of peer pressure on learner's alcohol and substance abuse. Participant 2 from school A commented that, *"most of the learners who use drugs are learning it from bad friends."* Participant 7 from school A reported that:

"...peer pressure plays a very important role with the majority of learners." Participant 15 from school B reported that *"I have realized that those who play with wrong friends gang up together and start using the drugs."*

So many participants were in agreement that peer pressure is the major cause of drug and substance abuse. Participant 10 from school B reported that:

"...Most of the kids who are smoking at this school are learning this bad behaviour from bad friends." This is further supported by participant 16 from the same school who reported that:

"...Peer pressure plays a significant role as learners put pressure on each other to indulge in these smoking and drinking activities." In school A peer pressure also seem to be leading to learners abusing drugs and substances as participant 5 reported that *"i have realised that most learners who hang out with bad people either those who have already been punished at school for these behaviours or those who smoke and drink in the streets end up drinking and smoking as well."*

Exposure in the form of televisions, role models and people within the immediate environment of the learner was also found to contribute to learner's using drugs and substances. It can be seen that the influence of the environment of the learner should not be ignored as far as drug and substance abuse is concerned. The results show that role models can be a motivating factor to drug abuse by learners. In support of this, some of the respondents reported that. Participant 5, 10 and 16 are in agreement that technological exposure together with exposure to people who use the substances play a significant role in leading to learners using drugs and substances.

Participant 5 from school A replied that:

"...Exposure to technological tools such as televisions, iPad and computers have turned around the way our children think. Children start watching movies at a tender age where they get exposed to people using drugs and substances thus having a perception that growing up drinking and smoking is cool." Participant 10 from school B reported that *"Children tend to copy their parents and at times their siblings. Sometimes when you ask a learner why does he use drugs and substances they tend to respond rudely by asking who are you to ask such a question, my father and brothers smoke and they never ask me why I smoke."* Participant 16 from school B reported that *"it is a common thing that learners are using drugs because their parents or other family members do so."*

The above results indicate that learners learn to drink and smoke by copying people from their immediate environment such as brother, sisters and close relatives. Exposure to role models in televisions such and other social media play a role in influencing learners use drugs and substances. The family background as well plays a role in the way children learn drinking and smoking practices early.

One participant reported that some personal or individual factors drive learner's to use drugs and substances. Experimentation seems to be a contributing factor leading to drug and substance abuse by learners. When learners grow up they tend to engage in trying a whole lot of things of which alcohol and other drugs seem to be one of them. This was reported by participant 9 who replied that:

"...during adolescence stage children experiment with a whole lot of things of which drinking and smoking is one of the experiments learners partake in".

Availability and accessibility of drugs and substances turned out to be one of the other reasons why learners use drugs. When substances become easily available to learners they tend to indulge in those behaviours. It seems that easy access to alcohol and other drugs drives learners to use such drugs and substances. This can be drawn from the response of participant 8 from school A who reported that:

“...if a learner comes from a house where they sell beer or other drugs children grow up using those drugs because it’s normal for them”.

Participant 13 from school B concurred with the response of participant 8 as it is clear that other drugs and substances were readily available to learners depending on the community in which they live. The drugs that were commonly used by the learners which are dagga, cigarettes and alcohol seemed to be readily available mostly in the black and coloured communities and that is why such learners use the drugs. Drugs such as heroin and cocaine are not readily available thus why they are not popular in the community. Participant 13 from School B supported the issue of easy availability when she reported that:

“...I have realized that most of the learners who stay in the coloured community use a lot of drugs including cigarettes and alcohol, children from black townships mostly use dagga because it is easily accessible to them.”

Similar conclusions can be drawn from the responses of participant 11 and 4. From their responses it was very easy for learners to acquire the drugs in their communities. This contributes to them using such alcohol and substances at school. Participant 11 from School B reported that:

“...the Nigerians, Indians and these my friend shops don’t mind selling alcohol and cigarettes to learners which makes it easy for such learners to access such staff.” This is further supported by participant 4 from School A who stated that *“very few shops nowadays are reluctant in abiding to the laws which discourage children under the age of eighteen to use drugs”.*

Personal problems also tend to be causing learners to use drugs and substances. Personal problems in the form of family problems drive learners to use drugs and substances. Parents who often turn an eye on their kids who use drugs and substances result in those kids using the drugs and substances. Parents should

strictly condone such behaviours such that learners immediately stop using the substances. Therefore failure to condone such behaviour when it starts directly result in learners using drugs and substances. This can be drawn from the response of participant 1 who also reported that:

“...Neglect of guidance by parents, and in some cases, the limitations by law preventing parents and teachers from applying strict corrective measures on the learners.”

4.4.8 Impact of social background on learner's drug and substance use

From the data analysis the social background of the learners was found to have an impact on their behaviour to abuse drugs and substances. The community in which one comes from have certain norms and values. Such values can shape ones behaviour and attitude. Learners who were from families and social backgrounds were underage. The participants reported that the social background has a bearing on learners using or not using drugs.

Participant 3 from School A tend to agreed that the social background has an impact on learner's drug and substance abuse. Most learners are from families where they stay with either grandmothers or step mothers who seem not to care about the welfare of these kids. The pressure from coming from such families as well lack of care from these parents drive the learners into using drugs and substances. Participant 3 reported that:

“...Yes some learners are without father figures hence they done even listen to their mothers. Most stay with their grannies and they don't even listen to them. They even steal from them and use that money to buy drugs and substances.”

Participant 6 was in agreement with participant 3 as he also indicated that the families were one child is from play a role in driving kids to use drugs and substances. From his results it can be seen that learners learn how to use drugs and substances from their family members. He reported that:

“...the family has an influence on learners drinking and smoking. Children are copying their parents as well their siblings. Sometimes when you confront a kid why

do you smoke or drink they respond by asking who are you to ask me that. Everyone in the family smokes and they don't ask me you not my father."

Most of the participants agreed that the social background plays a significant role in driving learners towards drug and substance abuse. According to participant 2, learners tend to learn certain traits from their immediate family. Parents, brothers as well sisters are the kids' role models and it's easy for them to learn from such people. Therefore when they use drugs and substances the learners will easily learn from them. The participant reported that:

"...they are patterns that show that where the kid is coming from has an effect on his behaviour. Some learners learn how to drink and smoke from their parents, brothers and sisters."

Participant 9 was in agreement with the above participants as he also reported that the family background results in learners abusing drugs and substances. Abusive fathers and mothers neglect their kids thus those kids start using drugs and substances. These kids are abused by their mothers and fathers who drink. The participant reported that:

"...most kids who are associated with drugs and substances seem to be from families who also use drugs. The family structure in which these kids are raised contributes to them smoking or drinking. Recent cases reported to me involved learners raised by abusive step mothers or fathers who drink who don't care about them which led to learners drinking."

They seemed to be a relationship that suggests that where learners come from have a bearing on their drinking behaviour. Parents that smoke and drink influence transfer these tendencies to their kids. Participant 13 reported that:

"...well it is a common thing that learners are using alcohol and drugs because their parents and other family members do the same. It has come to our attention that most drinkers have parents who own taverns and these kids on most occasions sell these drugs in these shops. They end up using them even with their parents knowing but not doing anything. They even end up bringing the alcohol they steal to school for other learners."

4.4.9 Teachers' encounters with cases of drug and substance abuse

Alcohol and substance abuse is usually associated with negative things. As earlier indicated that it has a negative effect on the school atmosphere the educators have also highlighted that alcohol and substance abuse learners in the schools under study have led to negative experiences for them. The teachers seem to have bad encounters when it comes to alcohol and substance abuse by learners. This can be seen from the response of participant 16 who reported that:

"...I have seen a learner stabbing another learner to death under the influence of drugs during the school hour inside the school toilet."

Violent behaviours that result to fatal consequences lead to teachers having bad experiences with learners who use alcohol and substances. Death is one of the problems that teachers have experienced as a consequence of drug and substances by learners. This can be drawn from respondent 14 who reported that:

"...I have been in the school for quite some time now and what I have experienced with drug and substance abuse by learners is intolerable. Sometime we had to bury one of our best performing student who was a head boy who was beaten by learners he has reported they are using drugs."

In School A learners poor performances and sexual harassment issues are the experiences teachers have had as a result of learners abusing drugs and substances. Learners start failing and end up engaging in criminal activities. Such criminal activities go further to sexually abusing other learners. Participant 4 reported that:

"...learners drop their performances and the worst scenario was witnessing crime related activities which are caused by those who are under the influence." Participant 5 reported that *"one incident that still haunts me is for this kid that started indulging in drug use because she was sexually harassed. Instead of counselling the kid and examining why she was indulging in such an activity we resorted to other methods that involved punishing the kid. She later committed an overdose and she died later to realise she was being harassed by her uncle."*

4.4.10 Commonly abused drugs by the learners

The teachers from the two schools were asked about the commonly abused drugs and substances by learners in their schools. Alcohol, cigarettes and dagga were reported as the commonly abused substances by the learners. From the analysis alcohol and cigarettes are excessively used by the learners. In both the schools alcohol and cigarettes are heavily used. Some of the responses from the participants indicating the commonly used substances are as follows.

Participant 3 from school A believes alcohol is the commonly abused substance in the school. Due to its easy availability because they are cheap learners indulge in using it more as compared to other drugs like cocaine and heroin. Participant 3 reported that:

“...Alcohol is the commonly used drug followed by tobacco smoking and dagga. There are so many different types of alcohol which are very cheap and affordable for these learners and they can get it easily. Learners abuse alcohol as much as they abuse dagga and cigarettes. Most of these learners are seen at the shabeens during the weekend”.

From the same School participant 6 tends to agree with participant 3 that the commonly used substance by learners is alcohol. According to this participant learners do abuse alcohol though not at school premises. This is because at home they are given the allowance to drink in front of their parents who don't dispute such behaviour. Participant 6 reported that:

“...as for me I believe alcohol is the commonly abused drug in this school. However most of the learners don't usually abuse them here at school. They use such drugs at home in the comfort of their parents who tolerate such behaviours”.

Participant 5 from school A is in agreement with participant 3 and 6 that alcohol is a drug commonly used by the learners from the school. However she also indicated that learners also abuse cigarette smoking. According to her alcohol and cigarettes are the commonly used drugs by learners at the school. Participant 5 reported that:

“...alcohol and cigarettes are being significantly abused by most senior scholars at the school.” Participant 1 is in agreement with participant 5 that alcohol

and cigarettes are the commonly abused drugs by learners. According to participant 5 these drugs are easy to get thus why learners are abusing them. Participant 1 reported that:

“...alcohol and cigarettes are becoming readily available for the learners hence they are being overused by the learners.”

According to participant 2 from School A most learners within the school are abusing cigarettes. To the learners cigarette smoking is not a problem to them. They don't see it as an issue that will have effects on their wellbeing. According to participant 2:

“...cigarette smoking is increasing among school learners especially in this school. The learners find cigarette smoking as normal. Nothing is wrong if they smoke seems they don't take it as a drug with consequences”

From school B participant 9 tends to agree with some participants from School A that alcohol and cigarettes are the commonly abused drugs at the school. More and more learners in this school seem to be abusing alcohol and cigarettes. Participant 9 reported that:

“...with the rate at which cigarette stubs as well empty bottles are found at the boys' toilets I believe cigarettes and alcohol are the most abused drugs at this school. This also might imply that male learners are heavy users of these substances than their female counterparts unless the ladies also go with the boys but that is highly unlikely.” Participant 15 agrees with participant 9 that learners in the school are abusing alcohol and cigarettes more. The participant had this to say with regards to the commonly abused drugs by learners *“beer and tobacco are becoming learner's daily bread at school as more learners are being found under the influence of these substances or in possession of these substances.”*

Cigarette smoking is a challenge in school B. More learners are engaging in using this substance. Participant 13 reported that:

“...various strategies have been put in place to fight against drug and substance abuse in the school but cigarette smoking has always been a challenge. The fight against drug abuse is falling on deaf ears as most learners are uncontrollable when it comes to cigarette smoking.” Another participant tends to

agree that cigarettes are the commonly abused drugs by the learners. Participant 16 reported that *"maybe because most students are poor and can't afford to buy drugs like cocaine so many learners now use tobacco cigarettes."*

From the same school smoking seems to be a habit of most learners. However instead of abusing cigarette's learners are taking it a little bit further by smoking marijuana, dagga or cannabis. It's easy for the kids to carry such substances without being noticed thus why they engage in using such substances. Participant 11 noted that:

"...actually when it comes to drugs that are abused by learners in school premises I believe dagga and cigarettes top the list. It's difficult for learners to bring alcohol and drink at school because they can easily be caught. Also drugs like cocaine are expensive for them they can't buy and bring them at school. But when it comes to dagga and cigarettes the kids can carry them without being noticed. They also have the ways to get the smell of the dagga away."

Smoking dagga is a problem in this school. Apart from alcohol and cigarette smoking the learners tend to be engaging in using dagga, marijuana or cannabis. Taking the response of participant 12 dagga is fast becoming a commonly abused drug by the learners. Participant 12 reported that:

"...in this class I find dagga to be a commonly abused drug because most cases I have dealt with involved dagga smoking kids who smoke it because they say it makes them awesome." His views were also supported by participant 16 who reported that *"most learners are finding it a habit to use dagga as more and more learners are using this substance at the school."*

4.4.11 Sources of Drug and Substances

Source	Total number	percentage(%)
Drivers	6	37
Hospitals	4	25
Shoe Cobblers	16	100
Family members	9	56
Boyfriends	5	31
Taxi Rank Marshal (Touts)	14	87
Kiosk/ Small shops	13	81
Bottle/ Liquor stores	7	43
Bottle stores	7	44

The above table seeks to illustrate the participants responses as to where do the learners get the drugs and substances. Shoe cobblers, taxi rank marshals, small shops and family members seemed to be the major sources of drugs and substances abused by learners. Hospitals, boyfriends and drivers seemed to be the least suppliers of drugs and substances abused by learners.

From the table all respondents reported that shoe cobblers are the major sources of drugs and substances abused by the learners. Shoe cobblers are more concerned with making money. They are easily approachable hence they are the major suppliers of drugs and substances to learners. In support of why shoe cobblers are the major suppliers of drugs and substances participant 1 from school A stated that:

“...most learners find it easy to approach the people who mend shoes in the streets compared to other suppliers.”

From school B participant 11 was in agreement with participant 1 when she reported that:

“...shoe cobblers seem to be the major suppliers of drugs to our school children as they only care about making money not the health and welfare of the learners.”

The participants also tend to agree that taxi rank marshals or touts are a major source of drug and substances abused by learners. 14 out of the 16 respondents reported that learners obtain drugs from these people. Participant 15 from school B reported that:

"...most of the senior students who abuse marijuana at this school obtain it from the touts at the taxi rank. These people are messing the lives of our kids and action needs to be taken against them."

Participant 5 from School A tend to concur with participant 15 that learners are getting substances from touts or taxi marshals. Participant 5 reported that:

"...the social ties created between most of our learners and the touts make it easy for them to get drugs and substances from these people."

The respondents also seemed to agree that learners abuse drugs and substances they obtain from the small kiosks and tuck shops. It seems most drugs like cigarettes are easy to obtain from the small tuck shops and shops. Participant 7 from school A reported that:

"...the Nigerian, Indian and Somalian vendors are to blame for the increase in the number of learners abusing drugs in the country as they are the major suppliers of these substances to learners."

Participant 13 further supported that learners obtain drugs and substances from small shops when he reported that:

"...as much as learners find it easy to get marijuana from shoe cobblers they find it easy as well to obtain cigarettes from the spaza shops."

In the study the results also indicate that family members are also a source of drugs and substances to learners. From School A most respondents highlighted that of the people who use drugs they seem to be a family member in the family who also abuses or uses drugs and substances. Participant 6 reported that:

"...drugs like alcohol are easy to obtain from parents and family members though it's not abused at school. Mostly it is abused at home before school or after school but in the company of parents and other family members."

From the results presented in the table learners also do obtain drugs and substances from hospitals though the number seems to be insignificant. Only four respondents reported that learners obtain drugs from hospitals. Also very few respondents indicated that the learners obtain drugs straight from the liquor store or bottle stores. Participant 3 from school A reported that:

“...the learners find it difficult to obtain drugs from the bottle stores and liquor stores as they are strict policies but however the learners always find an elder who they sent to buy alcohol for them.”

4.4.12 Measures to deal with learner’s drug and substance users

This section presents findings on ways used to address the problem of alcohol and substance abuse by the schools under investigation. The results show that various methods are used by the schools. Some methods used are the same between the two different schools. The results from the respondents indicate that expulsion, inviting role models, life orientation, reporting to social welfare, suspension, guidance and counselling, summoning to parents and reporting to the police are most of the strategies implemented at the schools with the aim of reducing alcohol and substance abuse from learners.

Teachers are engaging in practices that are aimed at discouraging learners in engaging in this deviant behaviour. It seems emphases is more on modifying their behaviour and leave the bad habits of using substances. With regards to modifying learners behaviour as a remedy to drug and substance abuse participant 2 reported that:

“...teachers are now using behaviour modification ways instead of punishing children who go against alcohol and drug abuse rules. So as life orientation teachers we try our best to educate our learners in such a way that influences their behaviour and stop using drugs and substances”.

Counselling was also found to be another method used by the schools as a measure to drug and substance abuse by learners. These schools have life orientation teachers who can assist in orientating learners thus discourage them in using drugs

and substances. Participant 7 from school A who is also a life orientation teacher reported that:

“...we usually help learners with counselling but when it comes to serious problems we refer the case to the social welfare, Department of Social Development for professional help with social workers.”

Counselling of learners seems to be a measure that School A heavily relies on. However it might not yield the results that it is intended to. The school therefore will implement other stringent measures that aim at discouraging such behaviours. Continuous disregard to school policies to stop abusing drugs and substances can result in learners being suspended or expelled from school. Participant 8 reported that:

“guidance and counselling is first implemented to deal with learners who use drug and substances but continuous use of alcohol and drugs results in expulsion”.

Participant 3 was in support of what participant 8 reported. Participant 3 reported that:

“...we don't want learners who influence our innocent kids here so we expel those who don't follow lawful orders not to drink or use other substances”. Participant 1 also concurred with participant 3 when he reported that “expulsion and suspensions are measures implemented to deal with addicts. If learners can't be counselled the only choice is to suspend and expel them so that they can stop and serve as a warning to those who want to start using.”

There was consensus amongst most respondents from school B which suggested that counselling of learners and having sessions which are facilitated by social workers or volunteers are some of the measures being heavily used by the school to deal with alcohol and substance abuse. Counselling learners to stop abusing drugs and substance is used in this school. Participant 11 reported that:

“...the school has guidance and counselling group which educates learners about drug abuse which is managed by the life orientation teachers. This group helps in teaching and orientating learners about alcohol, drugs and its effects.”

Participant 17 was in support that counselling is used as a measure to discourage learners from abusing drugs and substances. From school A counselling was more like provided by life orientation teachers. In school B it seems social workers are used to provide guidance and counselling to the learners. The participant reported that:

“...we have the help of social workers who provide counselling and guidance to our learners. Not only do they educate them about alcohol and cigarettes but they educate our learners of all the drugs that can be used by the learner's.”

School B has also embarked on certain community project specifically aimed at teenagers that seek to discourage drug and substance abuse by learners. These programmes are well recognised and are aimed at raising awareness about the effects of drugs and substances among learners thus reduce consumption of such substances. Participant 18 mentioned that:

“...the school makes use of the Teenagers against Drug Abuse (TADA) programme which is facilitated by the Department of Social Development. Through this programme volunteers come to the school to educate our learners about drug abuse and the dangers involved.”

Participant 9 further supported the fact that counselling from social workers, life orientation teachers and people from the Department from Social Development is being implemented at the school. He however further added that counselling is also sought from the parents and guidance of the learner's. He reported that:

“...some of the other measures being used to deal with the drug problem consist of referring learners for counselling to social workers as well as calling parents to school to discuss about the drug abuse problem of their child and counsel them on drug and substance abuse”.

From the above analysis it can be noted that most of the respondents agree that guidance and counselling is being used at the schools to help solve the problem of alcohol and substance abuse. It can be concluded that all the schools use guidance and counselling as a measure to stop drug and substance abuse. Such counselling is provided by social workers and role models. The Department of Social Welfare and other programmes are implemented where voluntary counselling is provided to

counsel the learner's. In school A on top of counselling suspensions and expulsions are also being used to deal with learners who use and abuse drugs. In school B summoning the learners to their parents to provide counselling and guidance to their kids has been found as other measures implemented at the school.

4.4.13 General drug distribution according to gender

It is a general norm that gents are the most abusers of drugs and substances. However, recent trends also indicate an increase in the number of females abusing drugs and substances. From the study it can be concluded that male learners are the significant users of the drugs and substances. It can be seen that female learners are also engaging in abusing drugs and substances. It appears though that male learners abuse such drugs compared to their female counterparts. This can be drawn from the responses of the participants.

Participant 4 from school A highlighted that:

"...boys in the school are abusers of alcohol, cigarettes and hookap-pipe compared to the female learners". Participant 7 from the same school highlighted that: *"they are a handful of females learners abusing drugs at school compared to the number of male abusers".* Participant 11 from school B reported *"most case dealt with at the school involved more boys compared to female learners".* Participant 16 from School B reported that: *"there is an emerging trend of female learners using drugs though most cases involve boys".*

4.5 CHALLENGES FACED IN DEALING WITH DRUG AND SUBSTANCE ABUSE

This theme of the study sought to find out the challenges that the schools face when they try to deal with the problem of drug and substance abuse. This was done with the hope of finding practicable and suitable solutions to this problem. The responses of the participants are highlighted and analysed below. The theme is divided into one subtheme which is barriers to curb learner's drug and substance abuse.

4.5.1 Barriers to curb learner's drug and substance abuse

One challenge that seems to be encountered at School A is the lack of support from parents. It seems parents who own taverns or spaza shops leave their kids to bring drugs and substances at the school. Without the parents actively involved in helping the school administration fight learner's drug and substance abuse no significant results with regard to this issue will be achieved. Participant 3 from School A reported that:

"...Parents do not even support the school administration. Worse those kids who have parents own taverns. It acts like they are the ones sending their kids to sell drugs and corrupt our innocent babies."

From school B it can be seen that teachers are not using the appropriate channels designed to fight the problem of alcohol and substance abuse by learners. The School has a policy designed to deal with learners who abuse such substances. However it appears the teachers are using other procedures that result in learners continuing engaging in this deviant behaviour. Participant 11 reported that:

"...some teachers have a tendency of taking these drugs from learners and use them themselves instead of reporting and punishing kids appropriately. This doesn't eradicate the problem as kids know they won't be punished."

Having someone engaging in such a behaviour teach you to stop something makes the whole process a joke. This appears to be the other challenge that's facing School B. most teachers do use the drugs therefore learners don't take advice from such teachers seriously which makes it difficult to solve this problem of learners drug and substance abuse. Participant 14 reported that:

"...some teachers do take drugs and seems they also lack adequate knowledge to address drug and substance abuse issues. This also makes it difficult for learners to get counselling and pay attention from teachers who even use drugs."

The School authorities should not be the only ones tasked with the responsibility of teaching learners to stop the problem of drunk and substance abuse. There is also need of support from the community to make it work. However it appears one challenge facing School A is that the community aren't being involved in

programmes that aim at fighting this problem. Without their support this problem won't be eradicated. Participant 3 from the school reported that:

"...little co-operation is obtained from the community. They don't support awareness campaigns organised by the school which makes it difficult to teach and educate not only the kids about drug and substance abuse."

Cooperation seems to be a major challenge affecting this school with regards to this problem. As much as the community plays a role in fighting this problem the parents play a major role just like the teachers. It appears however that even some parents don't even cooperate with the school authorities even when their kids are involved. This gives learners the wrong impression to the kids when a parent doesn't attend disciplinary cases involving their kids. Participant 8 reported that:

"...cooperation from the parents is one challenge we are facing. Even if you call parents of kids who have committed the offence they don't even come to school. How can a kid stop smoking or drinking when you call his or her parent but he doesn't have time to come."

Learners are the responsibility of many stakeholders. Parents, teachers and the community should play a role in disciplining and directing learners towards the right direction. It might appear that some other teachers with learners who are not engaging in this behaviour tend to turn a blind eye on learners from other classes who are engaging in this behaviour. This makes this whole process a challenge and the problem won't be solved. Participant 13 reported that:

"...other teachers have an I don't care attitude such that they don't even discourage substance abuse."

Lack of information is also a barrier or challenge when fighting the problem of learner's drug and substance abuse. People tasked with the responsibility of teaching and educating learners to stop the problem of drug and substance abuse are not knowledgeable enough therefore the counselling process is not effective enough. Participant 1 reported that:

“...some teachers tasked with the responsibility of counselling learners lack the knowledge to get through to students. Relevant personnel should be used for such purposes.”

4.6 SUGGESTIONS MADE BY TEACHERS TO CURB DRUG AND SUBSTANCE ABUSE

This section deals with the theme suggestions made by teachers to curb drug and substance abuse. The theme is divided in two subthemes which all aim at describing suggestions made by teachers to curb drug and substance abuse. The subthemes are suggestions to curb drug and substance abuse and how parents can help the school in solving the problem.

4.6.1 Suggestions to curb drug and substance abuse

The participants were also asked of the measures they suggest that can be implemented to help eradicate the problem of drug and substance abuse among learners. Various corrective measures are suggested by the teachers. Schools should not only focus on disciplining these children. Consideration should be taken on first identifying the root causes of such problems then deal with such. Participant 5 from School A reported that:

“...expulsions and suspensions have been used at the school to deal with learner drug and substance abuse but little has been done to identify the causes of such behaviour. There is need to investigate what causes learners to drink and smoke as some start this because of situations beyond their control.”

His assertion was somehow supported by Participant 3 in the same school who stated that:

“...prevention is better than cure therefore strict rules and regulations which involves calling the police should be implemented to help stop learners from abusing drugs and substances.” According to participant 3 it's good to prevent learners from abusing drugs and substance. Having police authorities arrest learners who use drugs might act as a stimulus that can lead to learners stop abusing drugs. Policies that discourage this behaviour are in place.

Parental involvement plays a significant role in reducing drug and substance abuse by learners. Parents are good role models for their kids. Therefore if they actively participate in programmes that are intended at discouraging such behaviour it is likely learners will stop such behaviours. To support this participant 8 reported that:

“...one way that can be used to help improve the problem of drug and substance abuse by learners is by having parents and guardians actively involved in drug abuse campaigns. They know their children well and can be useful in teaching their children to stop abusing alcohol and drugs.”

Community involvement is also critical to the fight against drug and substance abuse. A couple of participants are in agreement that having the support of the community plays a significant role in eradicating the problem of drug and substance abuse by learners. Participant 1 reported that:

“...since there is limited support that the community is providing in reducing drug and substance abuse the community must try to get involved in fighting drug and substance abuse as the effects affect everyone in the community. Members of the community must report those who sell drugs such as dagga to the local authorities as well reporting and discouraging those who sell such substances to young kids especially learners”. Participant 6 was in support of participant 1 as she reported that “those who supply prohibited drugs and allow learners to sell them for them must be treated the same way rapists and murders are treated. The community must promote the formation of community youth groups that educate learners of drug and substance abuse.”

The suggested ways for drug prevention by participants from School B involved, inviting guests who once used drugs, peer education, strictness to learners who use drugs and empowering parents so that they know how to prevent their children from using drugs. According to participant 11 it is important to have the learners committed to fighting this problem. It might be a waste of time educating and counselling learners to stop smoking or drinking. Peer education where learners actively participate is important and can help solve this problem. To support this participant 11 reported that:

“...active participation of learners through peer education can be very effective to reduce drug abuse by the learners. It doesn't make any difference

educating and counselling these students when they are not actively involved in the cause.”

It appears that peer pressure is a major cause of drug and substance abuse by learners. According to participant 16 the same peers can play a role in influencing learners to stop smoking or drinking. If learners are influenced by other learners to smoke or drink other learners might also influence them to stop such behaviour. To support this participant 16 reported that:

“...learners influence each other so I believe the best way to solve this drug and substance abuse is to have peers that can be used to motivate others to stop using drugs and substances.”

Schools tend to implement lighter punishments which don't necessarily discourage learners from abusing drugs and substances. Participant 12 and 13 believe heavier punishments work compared to lighter punishments. When asked about suggestions to solve such an issue participant 12 was of the view that:

“...corporal punishment should be introduced as a way to solve learner's deviant behaviour. The fact that learners know they can't be beaten can fool them to indulge in such behaviours. The police can be used to discipline offenders.” Participant 13 reported that *“Expulsion of learners who use drugs and inviting guests to talk about drugs can be effective. These lighter punishments only result in learners using drugs and substance. The only thing that can make them stop is when they are severely punished by expulsion.”*

It might appear that learners indulge in such behaviours because they have spare time. They late use such spare time engaging in deviant behaviour. According to participant 15 occupying the kids with school activities may keep them focused and not distracted thus diverting their attention to something else. Participant 15 suggested that:

“...most measures used by curb drug and substance abuse by learners involve punishing learners while simple solutions that keep learners busy or occupied should be considered. Activities such as drama clubs and joining other clubs within the school that makes learners actively involved and occupied in can result in them having less time to think or use drugs and substances. Even back at

home parents must keep their children busy to avoid great chances of involvement in drug related activities.”

Looking at the results from the research participants it is clear that they advocate for stricter punishment to be used against alcohol and substance abuse. Active participation and involvement of learners, parents and guardians in drug and substance campaigns can be useful in eradicating this problem. Peer education can be useful as well as. Peer education, inviting well known guests and strictness to learners who use drugs are probable effective drug abuse prevention methods. The learners are children who are still growing up and they are easily motivated by successful people and role models. Therefore motivation from people who once used drugs or those who never used drugs as long they are well known can be very effective in discouraging drug use by the learners.

Having learners interact with people with drug and substance abuse diseases can be useful in fighting this problem. Visiting areas such as hospitals and groups where these people can be found can act as a stimulus for kids to stop this behaviour. Having face to face encounters and see the negative consequences of such behaviour can lead to learners stop using substances and drugs. Participant 9 suggested that:

“...back at college we learnt that negative reinforcement can work in making people stopping other behaviours. In this case the negative reinforcement should be in the form of taking these kids especially to Tuberculosis (TB) hospitals where they see people who are admitted because of drugs and substances. Such pictures are negative to them but can be useful in helping learners reduce drug and substance abuse. Well informed medical practitioners also need to be invited who can display such photos of sick patients. Learners can pay attention to such people than other teachers who discourage drinking and smoking but they will be using themselves.”

4.6.2 How parents can help the school in solving the problem

Earlier on participants had indicated that parents are not that much involved in the fight against learners' drug and substance abuse. Seems because they sent their kids to school most of their time at school implies teachers have the responsibility of educating them about everything. Parents also should take the responsibility of

teaching their parents about such issues as drug and substance abuse is a problem that does not only affect the school but also have consequences on the community in the future.

Parents should be able to balance their work and family responsibilities. They need to find time with their kids and educate them about good and bad behaviour. Kids should not be neglected as neglect can result in learners using drugs and substances. Participant 8 was of the opinion that:

“...parents have a crucial role to play in preventing drug and substance abuse. Parents should spend more time with their children. Those who are employed should make time for their family responsibility roles and try educating learners about these life issues. There is need of effective communication between parents and their kids. Understanding their kids helps solve a lot of future problems such as drug and substance abuse.”

To support what participant 8 said participant 1 suggested that parent child bonds need to be created. Such bonds can help parents identify change in child behaviour which can help in preventing drug and substance abuse. Strong bonds between parents and kids are critical as kids don't feel neglected. The participant suggested that:

“...parents need to pay attention to their kids. They need to monitor the behaviour of their kids. Where there is a change in behaviour they address it. Such parent-child relationships can help fight this problem.”

Instead of the teachers initiating some disciplinary action against their kids parents can also support the school authorities by being the ones who initiate disciplinary action against their kids. Having parents committed to disciplining their kids stop drug and substance abuse can be useful. In support of this participant 3 reported that *“parents should try their best to be good role models for their children. They must be the one who advocate for effective corrective measures and punishments for users of drugs. They need to support us.”*

Parents are community role models that learners from the community can relate with. Having someone who the learners can relate with was suggested by participant 13 as a way that the parents can help the school fight this problem of drug and

substance abuse. Instead of hiring role models that learners cannot relate with might be a waste of time when parents can be used as role models. Participant 13 reported that:

“...parents can help us by acting as the role models who we invite as guest speakers to come advocate for the reduction in alcohol and substance abuse. They are respected in their communities and this can help.”

Societal norms are best taught by parents. In this world the society values are learnt at home. Underage drinking and smoking should be discouraged right at home. The parents should be the ones who teach and educate their kids that learners are not allowed to drink or smoke. Only when they are old and after they complete school can start doing that. Participant 16 suggested that:

“...parents can support the school by clarifying and explaining acceptable behaviours, values to their kids. Underage drinking and smoking is unacceptable and should not be tolerated. They need to be taught about this by their parents.”

The lack of knowledge was highlighted as one challenge that people who educate learners on stopping smoking and drinking have. Participant 1 suggests that parents should take time to gather information about drug and substance abuse. This will help equip parents with useful knowledge they can use to teach their learners when addressing this problem. The participant suggested that:

“...parents can also help by taking steps to acquire information on the various substances their kid’s abuse. They will have valuable information and knowledge to share with their kids which can help us as teachers.”

Drugs and substances are either manufactured and sold in the community where parents live. It might happen that they know the suppliers of some dangerous drugs for kids. Drugs like dagga are prohibited therefore instead of being scared of being victimised by the sellers of such drugs parents must be able to report such people to the authorities so that action against them is taken. Participant 5 suggested that *“most of these drugs are being sold in the communities. Parents can help us by reporting unlawful drug and substance selling activities.”*

4.7 SUMMARY

The chapter focused on analysis of collected data which was personally analysed by the researcher. The data was collected from the two schools in King Williams Town education district. From the data collected the researcher identified that all the schools are experiencing the problem of drug and substance abuse. Both the research participants view alcohol and substance abuse as the deliberate use of alcohol and drugs by learners. These drugs have serious consequences on teaching and learning at the school. This is mainly due to the effect of how drug and substance abusers make the learning environment uncondusive. Peer pressure, curiosity and the family background have been noted as the main factors contributing to learner's drug and substance use. Alcohol and cigarettes are the commonly used drugs due to their easy accessibility to learners. Expulsions, suspensions and counselling are the corrective measures that the schools are using to deal with this problem. The following chapter will focuses on discussing the findings in relation to previous studies and make conclusions and recommendations of the study and future studies.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The current chapter discusses the main findings that the researcher highlighted from the data. The discussion of the main findings is done in line with the literature that was reviewed in Chapter two. This main findings are also in line with the research questions that were asked in Chapter one. The main findings of the study were spiralling levels of the prevalence of drug and substance abuse by learners, the negative effect of drug and substance abuse on learner's academic work, consequences of drug and substance abuse on curriculum implementation, the influence of peer pressure on drug and substance abuse by learners commonly abused drugs and substances, gender and substance abuse, main sources of drugs, lack of parental and community support, dealing with drug and substance abuse, team work as a requirement for curbing alcohol and substance abuse

5.2 MAIN FINDINGS

5.2.1 Spiraling levels of the prevalence of drug and substance abuse by learners

The empirical study indicates that alcohol and substance abuse is prevalent among learners in schools. Based on the interviews conducted with the research participants it can be noted that learners at the schools abused alcohol and drugs at the schools. All the participants indicated that learners at their schools abuse drugs and substances. This is a clear sign that there is a problem of alcohol and substance abuse at the schools. It can be concluded that alcohol and substance abuse by learners is prevalent at these schools as the interviews conducted with the participants showed that the problem existed especially at their schools. The fact that all participants indicated that drug and substance abuse in their schools was at alarming levels indicated that there was a serious problem that needed to be investigated in the communities of these schools. It might be an indication that in these communities, drug and substance abuse was also very high and the fact that

learners in schools located in these communities were abusing drugs at an alarming rate might be an indication that this behaviour spilled over to the schools. This situation was similar to the one found in the Limpopo Province. The findings were that of a study by Flisher and Onya (2008). The study was conducted among learners in rural schools in Limpopo Province and the results of that study indicated that drug and substance abuse was prevalent among learners in rural schools. The study reported a high prevalence rate of alcohol and substance abuse by learners in the rural schools because of poverty (Flisher & Onya, 2008). The fact that there was a high level of drug and substance abuse by learners in the rural schools might be an indication that social economic situation of the rural areas is plummeting instead of improving. This means that there is a serious civil education that needs to be done in these areas.

South Africa was not alone in this situation of the increased usage of drugs and substances by learners, other countries were feeling this scourge as well for instance as discussed in chapter two countries like Hong Kong were also encountering this challenge. This means therefore that drug abuse among young people is a global phenomenon and it affects almost every country. In Hong Kong for instance drug and substance abuse was alarming (Hong Kong Narcotics Division, 2010a). According to the research by the Research institute at Texas in America they had been a continued increase in the number of learners abusing substances in secondary schools (United Nations, 2007). The fact that some schools in the King William's Town Education District were experiencing this situation was an indication that the DoE need to investigate and come up with strategies to effectively deal with this challenge of drug and substance abuse by learners.

5.2.2 The negative effect of drug and substance abuse on learner's academic work

The majority of participants indicated in chapter four that drug and substance abuse by learners in the selected schools has negative consequences. This means that the prevalence of drug and substance abuse by learners in these schools caused a serious threat on the side of learners' academic achievement and that necessary interventions were necessary to dislodge this monster (drug and substance abuse) that was killing children's future. The findings of this study are also similar to the

findings of Maithya (2009) who reported a high prevalence rate of drug and substance abuse by learners in schools which affects learners cognitively and physically.

From the results it is evident that alcohol and substance abuse has several negative consequences on learners. Alcohol and substance abuse was found to have a negative effect on learner's academic work. The participants believed that if learners come to school while under the influence of alcohol their performance becomes poor as the drugs affect their learning capability. It seems learners are more concerned with the short term effects of alcohol and drugs which are getting high and enjoyment at that time. However they tend to forget the long term effects of abusing such substances which are poor performances as indicated by the participants.

It was reported that learners who abuse drugs and substances lose concentration, conflict with teachers as well fail to do school work. They are either absent or they leave school early. So much schooling time is lost thus result in them achieving less as they are not very much involved in school work as most of their time they spent in in drug related activities. The lack of concentration causes learners to not remember what was taught in class and when it comes to assessment they are unable to pass as compared to the other learners who do not use the drugs and substances. This means that South Africa like some other countries in Africa was not immune from the negative effects of drug and substance abuse by learners. A study that supports these findings was conducted by Onya and Flisher (2008). According to these writers alcohol and substance abuse affect learners academic work negatively. Learners who abuse drugs and substance perform poorly and they always obtain poor marks Madu and Malta (2003) also supported the view that that the greatest numbers of learners who perform poorly at schools are the learners that abuse drugs and substances. According to Rungani (2012) alcohol and substance abusers maintain poor grades. This means that as indicated above that drug and substance abuse by learners kills their thinking capacity and if schools produce learners who cannot think in appropriate ways, the country will be full of citizens who are unable to use their minds properly. This means that drug and substance abuse does not only kill the future of an individual but also the future of the society and that of the country at large. Maithya (2009) argued that alcohol and substance abuse has severe cognitive effects on learners which result in the lack of concentration on academic

work and memory loss. Such effects directly result in poor academic achievement by learners (Maithya, 2009). In agreement with the above findings are Porter and Pryor (2007) who found out that alcohol and substance abuse reduce educational attainment. They seem to be a negative correlation between users of alcohol and substance abuse and academic achievements. The more the learners engage in the use of substances the more they perform poorly and achieve less.

5.2.3 Consequences of drug and substance abuse on curriculum implementation

It emerged from the data that drug and substance abuse had serious consequences when it comes to teaching and learning process. All participants reported that drug and substance abuse results in a situation where learners are unteachable. The data showed that due to drug and substance abuse learners indulged in crime and violence and disruptive behaviours such as absenteeism, late coming and bunking of classes. This means that in the selected schools such behaviours disrupt effective teaching and learning which would lead to poor performance by learners. The majority of the participants indicated that learners become hostile thereby making the school environment unfavourable for teachers as well as other learners who don't abuse drugs and substances. This was in line with Adelman and Taylor (2003), who indicated that, alcohol and substance abuse interfere with learners ability to learn and the teachers ability to educate. Education and learning is made difficult when learners are under the influence of alcohol. According to Rehm et al., (2009) alcohol and substance abuse affects schooling as important time and scarce resources are wasted while attempting to resolve the consequences of alcohol and substance abuse. Otieno and Wafula (2009) also reported that learning and schooling is made difficult by alcohol and substance abuse as drug and substance abuse results in a chaotic and insecure school environment. This means that, if in the selected schools learners were involved in behaviours hostile to teaching and learning, time would be wasted in dealing with behaviours matters than focusing on the core business of teaching and learning. This might be an indication that school managers and even school governors had to spend more time in devising strategies that would assist them dealing with this misfortune of drug and substance abuse by learners. This means that school authorities must spare their energies as behaviourist than as

mentors of teaching and learning process. Although according to the data there clear consequences of drug and substance abuse by learners was no indication that teachers had a clear plan as to how best they can deal with this problem. The fact that the participants were aware of the abuse of drugs by learners and the causes and effects of this deviant behaviour was an indication that they were in line with attribution theory which unpacks how people make sense of their world; what cause and effect inferences they make about the behaviours of others and of themselves. However, the fact that there was no clear strategy to deal with situation indicated that the very same theory of attribution which requires them to improve their situation based on the preceding evaluation was not fully grasped by the teachers.

5.2.4 The influence of peer pressure on drug and substance abuse by learners

It emerged from the data that peer pressure was a factor that caused learners to indulge in drug and substance abuse. When the participants responded to the questions related to the causes of alcohol and substance abuse by learners at the schools, they displayed unhappiness about the manner in which other learners influence their friends to indulge in drug and substance abuse. The participants noted that peer pressure, easy availability and accessibility, the family and the media were found as the main causes of alcohol and substance abuse by learners. However peer pressure appeared to be the major cause of alcohol and substance abuse by learners.

From the study findings it can be concluded that learners abuse alcohol and substances because they are influenced by their friends and peers. The influence that learners get from their colleagues at schools drives them to abuse alcohol and substances. It can be seen that peer pressure is one of the major causes or reasons why learners abuse alcohol and substances. Learners tend to influence each other to use drugs and substances. Similar conclusions are drawn from the study conducted by Rungani (2012) who reported that the main reason why learners abuse drugs in schools in Grahamstown is peer pressure. Kemppainen et al., (2008) also reported that the strong bond learners have with deviant learners drive them to use drugs and substances. Oteyo and Kariuki (2009) reported that learner's peers in the community are the most important reference group. Such as reference group can result in learners abusing drugs and substances (Oteyo & Kariuki, 2009).

Easy availability of drugs and substances was also found as the major cause or reason why learners abuse drugs and substances in this study. Learners either find drugs from home or from the locals in which they reside. The study indicated that most learners find it easy to obtain drugs and substances thus why there is the problem of learners abusing drugs and substances. The study findings are similar to the findings of Njuho and Davids (2010) who reported that easy availability and accessibility of drugs and substances can drive learners to use such substances. Also a study conducted by Njeri and Ngesu (2014) brought similar findings as they reported that within the Kenyan Provinces drugs and substances are made readily available to consumers thus why we findings most kids especially learners abusing drugs and substances.

5.2.5 The influence of family background and media drug and substance abuse by learners

The family background was also found to contribute to learners abusing drugs. With regards to the family ground the relationship learners have with their parents and the availability of a family member within the family that uses alcohol and drugs were found to be contributing to learners abusing drugs and substances. One study conducted by Bamberg, Toumbourou and Marks (2008) reported that the family is environmental factor that drives learners to use drugs. According to Coley et al., 2008 family disruptions, ineffective supervision and drug use in the family drives learners to use drugs and substances. This indicates that the family dynamics contributes to learners abusing drugs.

Media influence was also reported as causing learners to use drugs and substances. Through media learners are able to watch their role models using drugs and substances. This will somehow influence learners to use drugs and substances. One study that supports that media has an influence on learners abusing drugs and substances is the study by Smith and Foxcroft (2009) who reported that messages passed through social media play a powerful role in shaping learners behaviour and can drive them to use drugs and substances. Booth (2010) also highlighted that media is used to advertise and promote substances like tobacco and alcohol which are then seen by learners thus drive them to use such substances.

The above results are similar with literature review which highlight that parents, social media and peers play an important role in influencing learners to use alcohol and drugs (Rungani, 2012). The family background of learner's play an important role in the way they learn early drinking and smoking practices (Van Schoor et al., (2008). Parents own drinking has been shown to influence their children's drinking throughout their lifetime (Barlow & Durand, 2005). Learners learn how to drink and smoke by copying people from their immediate environment such as brother, sisters and close relatives (Rungani, 2012). This was in line with Kaplan's self- derogation theory. This theory proposes that individuals can become involved in delinquency as a response to negative self-attitudes (Kaplan, Robbins & Martin, 1986), and that people with low self-esteem engage in deviant behaviour (Johnson, 1982). Adolescents experience low self-esteem and frequent self-derogation if they repeatedly receive negative evaluations from conventional others or they feel deficient in any socially desirable attributes, including but not limited to academic performance (Kaplan et al., 1986). In this case the indications were that family background was not assisting children to improve their behaviour of indulging on drugs, instead the situation was exacerbated as these learners learnt what was happening their environment. This means that parents and other community members who were looked up by children as they were supposed to be their role models were disappointing them and this resulted in them indulging in a deviant behavior. This means that somehow learners' environment rejected their aspirations. Kaplan et al. (1986) confirmed that people engage in deviant behavior as a response motivated by self-rejecting attitudes in social interactions. After such self-rejections individuals try out delinquent activities that are aimed at restoring self-esteem. However, there are no indications that learners indulge in drugs because they were rejected by the teachers. Instead indications were that learners performed poor because of drugs.

5.2.6 Commonly abused drugs and substances

The study also indicated that alcohol and substance abuse among learners at the school is a reality. The study attempted to identify the commonly abused drugs by learners in the schools. The empirical study highlighted that alcohol and cigarettes are the most commonly used substances in the schools. Also the study results

highlighted that learners at the schools are finding a habit of abusing dagga or cannabis at the schools. The study also happens to support previous study findings.

Consistent with the study findings is a study conducted by Taylor, Jinabhai, Naidoo et al. (2003) who reported that the use of alcohol, tobacco smoking, cannabis and cocaine is a common problem among school going children. Another study by Rungani (2012) also reported a high rate of the use of alcohol and cigarettes' smoking by learners in schools. A study conducted in Limpopo also reported similar findings as it was reported that learners abuse smoking and alcohol more as compared to the other substances (Flisher & Onya, 2008). Supporting the study findings are the results of the study conducted by the Central Drug Authority (2009) who reported that a greater proportion of school learners have a drinking and smoking problem as well sniff cocaine and use dagga.

A study conducted by (SACENDU, 2011) rated alcohol as the commonly abused substance by learners. In a study conducted by Njuho and Davids (2010) alcohol appeared to be the commonly used drug by learners. Similar results were also reported by the report from NACADA (2008) which indicated that alcohol is the most commonly abused drug by about 61% of the learners. These studies seem to support the study findings as in the study it was reported that alcohol is a commonly abused substance by the learners.

The findings also highlighted that cigarette smoking is a commonly used substance by the learners. Similar studies were also previously conducted which reported cigarette smoking as a common problem among learners in schools. One of the studies is a study conducted by the Hong Kong Narcotics Division (2010a) which reported that among other drugs tobacco was found to be easy to experiment with thus constituting a greater proportion of learners using it in schools. A study conducted by Rungani (2012) also rated cigarette smoking as a commonly abused drug because of its easy availability.

Similar studies were also conducted to indicate that cannabis or dagga is a commonly abused substance. Those study findings are similar to the findings of the current study as the study found that alcohol cannabis and dagga is a commonly abused substance by the learners. A study conducted by McGrath (2009) reported that Dagga is rated after alcohol and tobacco as people use it after they have tried

the other substances. Similar findings were drawn from the study by Njuki (2004) who reported that cannabis is rated among the drugs used across the African continent by learners.

5.2.7 Gender and substance abuse

The study also attempted to identify who use drugs more girls or boys. The study results indicate that male learners abuse drugs and substances more than their male counterparts. The study also indicated a growing concern of female learners engaging in drug and substance abuse. In the study male learners are found to be abusing cigarettes and alcohol as well strong stuff such as cannabis. The female counterparts were found to be using alcohol and cigarettes.

Various studies were conducted to identify the difference between drugs and substance abuse by males and females. Russell et al., (2008) reported that males are found to be using drugs and substances more than female learners. A similar study by Peterson (2010) also reported a high prevalence of alcohol and substance abuse by male learners than female learners. Such findings were also supported by Rungani (2012) who reported that males use drugs and substances more than the female learners.

The study also attempted to investigate which grades use the drugs and substances. The empirical study reported that the higher grades are the ones that use drugs and substances more as compared to the lower grades. Grades such as grade 10, 11 and 12 were reported to be the most users of drugs and substances. These learners see themselves as adults within the school environment. This attitude and feeling drives them to abuse drugs and substances as the school. The study also noted that learners from smaller grades abuse drugs and substances but the rate is lower as compared to higher grades.

Various studies have been conducted and they support the findings of the study. One study that supports the findings of the study is the results of the study conducted by Flisher and Onya (2008) who reported that matric students are the heavy users of drugs and substances. Similar findings were drawn from the conclusions of the study conducted by Peterson (2010) which reported that learners

from higher grades abuse drugs more than learners from lower grades as these classes comprise of repeaters.

5.2.8 Main sources of drugs

The study also attempted to investigate the sources of drugs for the learners. The findings of the study indicated that learners get drugs from various sources. The major sources of alcohol and substance for learners are shoe cobblers, small shops or kiosk, taxi rank marshals or touts and family members. The results of the study also indicated that learners obtain drugs from taxi drivers, bottle stores, boyfriends and hospitals. Though they get them from these sources the first sources highlighted are the major sources of the drugs.

Various studies have been conducted before that supports the findings of the current study. A study conducted by Onya and Flisher (2008) highlighted that the vendors in the street mostly shoe cobblers are the ones who supply drugs to learners. Their findings were consistent with the findings of Plüddemann et al., (2008a) who also reported that shoe cobblers and taxi drivers are the major sources of drugs and substances to school students in Cape Town. Rungani (2012) also highlighted that learners find it easy to get drugs such as dagga from shoe cobblers. Learners find it easy to obtain drugs from such people thus making easy availability a major cause of alcohol and substance abuse.

Also a study conducted by Plüddemann et al., (2009) highlighted that kiosks and shabeens are other major sources of drugs for school children. The findings of that study are consistent with the study findings as participants reported that learners find it easy to obtain drugs and substances from small shops owned by Nigerians and Somalians. A study conducted by Van Schoor et al., (2008) supports the study findings as they reported that family members also provide drugs and substances to learners. His study also reported that the easy availability of drugs as learners can easily get drugs from driver's results in increased drug abuse by learners (Van Schoor et al., 2008).

5.2.9 Lack of parental and community support

The study attempted to establish if parents and the community are offering any support in curbing alcohol and substance abuse. It is generally the perception that teachers are solely responsible for the learners. However that's not the case as parents and members of the community are supposed to work together to fight this problem. The results of the study indicated that there is very little support being offered by the parents as well the community when it comes to fighting alcohol and substance abuse. Teachers are confronted with the situation where they are being tasked to be responsible for learner's alcohol and substance abuse. The support that these parties offer to fight alcohol and substance abuse seems to be insignificant when it comes to curbing this problem. Parents and members seem to be the suppliers of these substances which make their cooperation less likely. This was in line with the studies conducted by other scholars somewhere outside King William's Town.

Previous studies have yielded different results with regards to parental and community support when it comes to alcohol and substance abuse. Supporting the findings of this study are the results of a study by Khanyisile (2005) who reported that more and more learners are engaging in alcohol and cannabis drug related activities as little is being done by their parents and the environment they come from. Rungani (2012) reported that it is difficult to fight alcohol and substance abuse as parents and community members regard that as not their responsibility. These studies highlighted that very little support is being offered by these parties which makes it a challenge to curb this problem. However other studies have yielded results that differ with the study findings. A study conducted by Uwameiye (2010) found out that community support have been instrumental in curbing alcohol and substance abuse. Obot and Shekhar (2005) also found the help of the community and the parents as useful in fighting alcohol and substance abuse. In their study they indicated that there have been a substantial decrease in the number of learners who use drugs and substances as parents and community members are being actively involved in projects and initiatives that aim at fighting this problem. Like the other communities King William's town was facing the challenge of drug and substance abuse by learners.

5.2.10 Dealing with drug and substance abuse

The study also highlighted some drug prevention strategies. Participants highlighted that in their schools most of the time when learners use drugs they engage in counselling the students. The results of the study indicated that counselling is the most frequently used strategy to deal with preventing drug and substance abuse. Furthermore, the results show that summoning the learners to their parents is very popular in the selected schools when it comes to trying to prevent alcohol and substance abuse by learners. This shows that the schools are making efforts to try eradicating the problem of drug and substance abuse by learners through involving their parents. This was in line with the attribution. This theory, as outlined in chapter two, advocates that, over time, people gather information by looking at their behaviour and others in a variety of situations and then use that information to sort out and account for the causes of such behaviour (Ross & Fletcher, 1985). The theory basically looks at how people make sense of their world; what cause and effect inferences they make about the behaviours of others and of themselves. Suspension and expulsion from the school seems to be a common practice also used in the schools. The results show that when one is involved in alcohol and substance abuse he is first suspended but persistent use will result in expulsion or being taken to the police. The results also show that there are incidences where role models are called to come orient learners with the aim of trying to discourage them from using drugs and substances. Role models can be in the form of well-known members in the community or can be role models learners can see on television.

There was consensus that counselling of learners is a measure used in all schools to fight this problem. Most life orientation teachers reported that either they provided the counselling or they referred the learners to social workers who can counsel the learners. Reporting to social welfare so that it can interfere was one of the other measures used. It was indicated that most of these learners are from families facing different challenges so reporting to social welfare was aimed at them trying to establish if the family problems might be the ones resulting in learners abusing drugs and substances.

Similar studies have been conducted that support the findings of the empirical study. Hamdulay and Mash (2009) reported guidance and counselling as well suspension

as the strategies being used to fight alcohol and substance abuse. Similarly, George (2004) reported that life orientation and counselling are the strategies used to reduce alcohol and substance abuse by learners in East London. A further study conducted by Dube (2007) in Pretoria highlighted that suspension, expulsion and counselling as strategies that can be used to fight drug and substance abuse. Rungani (2012) indicated summoning learners to their parents or the police as an effective strategy to eradicate the problem of alcohol and substance abuse by learners.

5.2.11 Team work as a requirement for curbing alcohol and substance abuse

Based upon the literature review and the study investigation various strategies and interventions to curb alcohol and substance abuse by learners have been suggested. From the various suggestions proposed one common theme appeared as it strongly suggested that it is one of the most effective strategy or intervention that must be used. Cooperation between various stakeholders is key in fighting alcohol and substance abuse by learners. It is the responsibility of the school, parents, community and the government to guard against the welfare of the learners. These young kids are the future of the country so all relevant parties should play a part in helping fight this problem. If all parties work together the chances of having this problem persist are very few. The suggestions that were given by participants were an indication that teachers were actually reflecting on their situation and were beginning to think about the strategies that they can use to overcome the challenge of drug and substance abuse in their schools. Attribution theory studies the cognitive mechanisms we use to assess the causes of human behaviour as we order our perceived environments (Harvey & Weary, 1985).

This was in line with what Maithya (2009) noted as community support whereby the school, parents, community, government, church, sport and mass media work together to fight alcohol and substance abuse. A study conducted in Grahamstown school also highlighted the need of greater cooperation between various stakeholders in fighting alcohol and substance abuse (Rungani, 2012). The school should create an environment where alcohol and substance abuse is discouraged and counselling and positive relationships with learners developed which might be crucial in solving this problem. At the same time parents can also help by being actively involved in their children's welfare while also educating learners on the effect

of alcohol and substance abuse than leaving everything to teachers. The government can play a pivotal role in developing strict policies that can be implemented which discourage the use of such substances and the selling of them to young kids. The media can be used as a tool of offering valuable information to learners that can help discourage learners from using drugs and substances. It can be noted that the participants moved from the premise of the attribution theory as suggested by Sims (2008). Sims (2008) stated that when people make attributions they analyse the situation by making inferences (going beyond the information given) about the dispositions of others and themselves as well as inferences about the environment and how it may be causing a person to behave. This means therefore that teachers were able to analyse the situation (prevalence of drug and substance abuse) and provided suggestions as to how best this situation could be improved.

5.3 CHAPTER SUMMARY

The chapter provided the discussion of the findings of the study. The study found that there is a problem of alcohol and substance abuse by learners in the schools concerned. Alcohol and substance abuse is prevalent in the schools and it has negative effects on learner's academic achievement as well impacting the schooling environment. Various practices are implemented by the school management to eradicate this problem which is a growing concern for most schools country wide and world-wide.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter discussed the main findings of the study. This chapter focuses on the ideas of the study chapter by chapter, summary and conclusions that were drawn from the main findings. It also proposes some recommendations regarding policy implementation and further research.

6.2 IDEAS OF THE STUDY CHAPTER BY CHAPTER

Chapter 1: This chapter introduced the study. Subsections such as the background of the study, the research problem, the rationale as well as the research questions were covered in this chapter. The chapter also provided brief definitions of the key research words used in this study.

Chapter 2: The main focus of this chapter was to present the theoretical framework and the empirical literature that underpins this study. In an attempt to do this, the study conducted a literature survey. The study presented two theories that underpin this study; the attribution theory and Kaplan's self-derogation theory. The empirical literature provided the causes of drug and substance abuse by learners as well the extent of drug and substance abuse by learners in South Africa.

Chapter 3: This chapter presented the methodology and methods used in the study. An interpretive, qualitative approach was adopted in the study. The study was conducted in form of a case study of the selected high schools in King William's Town Educational District where sixteen teachers were selected as the units of analysis.

Chapter 4: The chapter focused on interpreting and analysis of collected data which was personally analysed by the researcher. The data was collected from the two schools in King Williams Town Education District. From the data collected the

researcher identified that all the schools are experiencing the problem of drug and substance abuse.

Chapter 5: The chapter provided the discussion of the findings of the study. The discussion of findings was done in line with theoretical frameworks and literature reviewed in chapter.

6.3 SUMMARY AND OVERVIEW OF THE EMPIRICAL STUDY

6.3.1 Drug and substance abuse versus learners' academic achievement

The focus of this study was to examine teacher's views on learner's alcohol and substance abuse in high schools. It is hoped that the findings of the study will contribute to knowledge in this area and help both administrators and policy makers develop and implement programmes and policies that seek to reduce alcohol and substance abuse among learners in schools. The study showed that alcohol and substance abuse among learners is a serious problem at the selected schools. The results indicated that alcohol and substance abuse by learners have a negative effect on their academic work. It was established that alcohol and substance abuse affect learners ability to concentrate in classes as well it results in other learners not attending classes or leave classes early. Such deviant behaviours will have a negative effect on their academic work as most of their time is lost either engaging in these activities or when they are absent from the school environment.

6.3.2 Negative effects on teaching and learning process

The findings seemed to indicate that drug and substance abuse becomes a problem as it affects teaching and the learning process. Alcohol and substance abuse by learners was perceived to affect the school environment in a negative way thus prohibiting effective learning from taking place. Learners become violent and most of the time important time that could have been spent teaching is lost dealing with alcohol and substance abuse users. Alcohol and substance abusers are violent and they tend to bully other learner's which is a serious problem. They can even threaten

teachers thus make the school environment hostile thus affecting teaching and learning process.

6.3.3 The power of peer pressure

The commonly perceived reason why learners abuse alcohol and substances was peer pressure. Among various causes of drug and substance abuse by learners peer pressure was considered to be the major factor pushing learners to start using alcohol and substances. The need for learners to be accepted by their friends results in them abusing drugs and substances. Easy availability and exposure to family members who also use drugs and substances were highlighted as other causes of drug and substance abuse by learners.

6.3.4 The influence and power of school community

The lack of parental and community support were highlighted as major obstacles impacting on reducing drug and substance abuse among learners. Learners that come from homes where parents use alcohol and substances were found to be using drugs and substances as well. Some parents are not very much concerned with their kids thus such family disorientation drives learners to use alcohol and substances. The community was found to be a major constraint in eradicating this problem as alcohol and substance abuse is easily available to the learners because no strict policies are within the community that stops community people from selling alcohol and substances to learners.

6.3.5 Gender and substance abuse

The study sought information on whether there is a difference in the use of alcohol and substances based on gender. Though there is an increase in the amount of female learners engaging in alcohol and substances abuse it was found that male learners are the heavy users of alcohol and substances. The teachers highlighted that male learners abuse drugs and substances more than female learners. Female learners tend to use substances that are not strong whereas male learners tend to abuse both light substances as well heavy substances. This makes the number of

learners who use alcohol and substances more as compared to female alcohol and substance users.

6.3.6 Accessing drugs by learners

On the sources of drugs, the respondents cited that small shops, taxi rank marshal, shoe cobblers, liquor stores, family members and drivers supply drugs and substances to learners. All respondents concurred that small shops or the kiosks and the shoe cobblers are the ones who pose a serious threat when it comes to supplying drugs and substances to learners. Most of these shops are owned by foreigners and people who are more concerned with making money forgetting the welfare of the learners who they sell the drugs and substances to. Learners were also found to obtain alcohol and substances from their family members who also use drugs and substances.

6.3.7 Suggestion for dealing with drug and substance abuse

Various methods implemented by the schools when it comes to dealing with alcohol and substance abuse by learners were explored. The teachers concurred that counselling is one way that can be used to fight alcohol and substance abuse by learners. Both schools seem to counsel learners who use drugs and substances with the aim of reducing alcohol and substance abuse. Summoning learners who use drugs and substances to their parents was also found to be a way teachers use to deal with drug and substance abuse by learners. Expulsions and suspensions were also found to be ways that teachers use in their schools to deal with alcohol and substance abuse by learners.

Among those suggestions team work was found to be an effective tool that can be used to fight this problem. Alcohol and substance abuse seem to be a problem that has serious problems to the learners, schools, parents and the community. It is thus the responsibility of all these stakeholders concerned to work together and help eradicate the problem of alcohol and substance abuse. Generally it is perceived that it is the responsibility of the teachers who are with the learners every day to fight this problem.

Both parties should play their part in helping fight this problem. Parents should educate their kids and get involved with their school work whereas the community should help by making sure sellers of these substances to learners are dealt with as well providing good role models that learners can learn good behaviours from. Also the social workers as well the departments of government can design policies and procedures that can be useful in fighting this problem.

6.4 CONCLUSIONS FROM THE EMPIRICAL STUDY

From the findings of it can be concluded that they are serious social and academic problems that are caused by drug and substance abuse in the rural schools. It can also be concluded that teachers and school managers had no clear and coherent strategies to deal with drug and substance abuse in schools. This is evident as most participants highlighted that learners are abusing drugs and substances in the form of alcohol, dagga and cigarettes at the schools. The abuse of alcohol and substances by learners has serious negative consequences on learners. Poor performance and having an impact on effective schooling and learning have been identified as the major effects of drug and substance abuse by learners. Alcohol and substance abuse have a negative effect on teaching and the learning process as the school environment becomes hostile thus impacting effective learning.

Various individual and environmental factors have been identified as the causes of drug and substance abuse. Peer pressure, family problems, easy availability and accessibility were identified as the major causes of drugs and substances. The researcher also came to conclude that the strategies implemented by the schools to manage learner drug and substance abuse include counselling, expulsion, summoning parents and the use of role models. With the increased rate of drug and substance in the schools this can imply these strategies are not being effective. In conclusion it can be noted that various practices are being implemented with an attempt to fight drug and substance abuse in the schools. Team work is the only effective method that should be implemented to effectively fight and eradicate alcohol and substance abuse.

6.5 RECOMMENDATIONS

6.5.1 For policy makers and implementers

As highlighted above the use of alcohol and substances by learners have an effect on them as well affect the school environment which can be a problem for learners who don't even use the substances. Though the schools have implemented various strategies to fight alcohol and substance abuse it seems learners are still using the drugs. In view of the above I recommend that a comprehensive model should be adopted to fight alcohol and substance abuse by learners. Such a model involve working with all relevant stakeholders that can play a role in helping fight alcohol and substance abuse by learners. This can include teachers, parents, the education department, government and the community in which the learners reside.

Such a model can foster the introduction of strict policies that discourage the selling of alcohol and substances to minors. As earlier noted alcohol and substance is being used because of it easy availability. Learners find it easy to obtain the drug from shoe cobblers and small shops. Such people should be discouraged from selling such substances as well be hit with severe punishments if it is found that they sell such substances. The schools and the community can make stern measures in making sure that supermarkets, spazza shops, liquor stores and sheebens do not sell drugs to learners. Working closing with the law authorities to raid such shops that sell dagga to learners might a way that can help reduce the problem.

The researcher also recommends that community forums be established with the learner's communities. Within these forums guest speakers who are well known people within the communities as well their parents should be given the platform to speak so as to help reduce drug and substance abuse. Such forums should act as a platform in which alcohol and substance abuse awareness is raised. To make these forums succeed it is more imperative to involve most of the people that are actively involved with the learners. Working closely with the people who have close contact with the learners such as parents and peers will be helpful in combatting this problem. Within this forum various stakeholder roles should be identified as people have to help each other fight this problem.

As much as the schools and the communities introduce various strategies to fight drug and substance abuse assistance must also come from national and provincial departments. The Department of education, Social Welfare as well other concerned department should come up with innovative ideas and implement policies that stipulate what schools can do to reduce alcohol and substance abuse. Drug and substance abuse can also be taught as a subject in classes. This might help fight the problem. The Department can incorporate it as a subject and this might help reduce drug and substance abuse by learners.

The family integration has been highlighted as a major cause of alcohol and substance abuse by the learners. The schools together with the department of education should co-operate with the social development department and provide support to children from seriously disintegrated families and provide support such that the difficulties that these learners face while at home doesn't affect them to the extent that it drives them to use drugs and substances. Anti - drug abuse campaign so as anti - child abuse should be promoted by these departments. Such campaigns strengthen families such that they are very few family disorientations which can drive learners to use drugs and substances.

6.5.2 for future research

- Future research should try to include learners and try find their views with regards to drug and substance abuse. This study only focused on teachers therefore incorporating the learners as well will be useful in the future.
- Also in the future investigating the views and the roles played by community members and the department of education in fighting alcohol and substance abuse by the learners can be recommended.
- Another recommendation to consider when carrying future research is to increase the sample size of the study. Also including other schools from other provinces can help validate the results. The study only focused on two schools which makes it difficult to generalise the results therefore increasing the number of schools can be helpful.
- This study was conducted from rural schools. It can be recommended that in the future a study be conducted that allows for comparisons to be done

between schools from rural schools and those from urban schools. This can help the schools with the development of concrete conclusions and recommendations that assist specific schools.

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APPENDIX A



University of Fort Hare
Together in Excellence

Department of Education

Teachers' views on learner's drug and substance abuse: A case of two secondary schools in the King William's Town Education District.

By

Nyaniso Malisi

Dear Sir/ Madam

You have been selected to participate in a research project by the researcher on Teachers views on learners' drug and substance abuse: A case of two secondary schools in King Williams Town Education District. The aim of this study is to investigate teachers' views on learners' drug and substance abuse among two secondary schools in King Williams Town District. In the survey a fieldworker will ask you a number of questions that you are kindly requested to answer as honestly as possible.

Your participation in this research is completely voluntary and you have the right to withdraw at any time if you do not want to continue with the questionnaire. Your responses are also confidential and anonymous.

Your participation in this project is appreciated and will assist in improving drug and substance abuse policies in schools. Completing the interview will take about 30 minutes.

Thank you!

INTERVIEW SCHEDULE

PART ONE

1. INTRODUCTION

(I) Gender: Feamle(s).....Male
(s).....

(II) What position do you occupy in the institution?

.....

.

(III) For how long have you served in the school?

.....

.....

PART TWO

2. WHAT ARE THE TEACHERS' VIEWS ON DRUG AND SUBSTANCE ABUSE BY LEARNERS?

2.1 How does drug and substance abuse affect teaching and learning in your school?

2.2 What views do you have on drug and substance by learners in your school? **(Probe) Why?**

2.3 In what way does drug and substance abuse affect your school atmosphere?

2.4 How does school community assist you in dealing with drug and substance abuse by learners?

2.5 How does school community assist you in dealing with drug and substance abuse by learners?

2 WHAT PERCEPTIONS DO TEACHERS HAVE ON DRUG AND SUBSTANCE ABUSE ON LEARNERS?

3.1 How do you perceive the prevalence of drug and substance abuse in your school?

2.3 Which grades are mostly involved in drug and substance abuse?
(Probe) Why?

2.4 What do you think are the reasons for drug and substance abuse by learners?

2.5 Do learners' social backgrounds have a bearing on their indulgence to drug and substance abuse? **(Probe) Why?**

3 WHAT EXPERIENCES DO TEACHERS HAVE ON DRUG AND SUBSTANCE ABUSE BY LEARNERS?

4.1 What experiences do you have about drug and substance abuse in your school?

4.2 Can you comment on the general situation of drug and substance abuse in your institution?

4.3 Which are the commonly abused drugs?

4.4 Where do the learners get these drugs?

4.5 How do you deal with learners who are abusing drugs? **(Probe) Why?**

4.6 What is the general distribution of known drug abusers in terms of gender?
(Probe) why?

5 WHAT CHALLENGES DO TEACHERS ENCOUNTER ON THE DRUG AND SUBSTANCE ABUSE BY LEARNERS?

5.1 What challenges relating to drug and substance abuse do you encounter in your school?

5.2 How do you deal with these challenges?

5.3 What problems do the school authorities encounter in dealing with drug and substance abuse in schools?

5.4 How do they deal with these challenges?

6 WHAT SUGGESTIONS DO TEACHERS MAKE TO CURB DRUG AND SUBSTANCE ABUSE BY LEARNERS?

6.1 What corrective measures has the school employed to curb the problem?

6.2 What suggestions can you make to curb drug and substance abuse in your school? **(Probe) Why?**

6.3 In which way do you think parents should work with schools in addressing alcohol and substance abuse? **(Probe) Why?**

7 Is there any this that you wish to share with me on drug and substance abuse by learners?

THANK YOU FOR YOUR CO-OPERATION

APPENDIX B



Faculty of Education, SFCE
School for Further and Continuing Education
Private Bag X1314
Alice, 5700
PABX 2089
pmavuso@ufh.ac.za

10-06-2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

PERMISSION TO UNDERTAKE A RESEARCH STUDY- MASTER OF EDUCATION- MR NYANISO VICTOR MALISI

This serves to request you to grant Mr Nyaniso Victor Malisi a permission to undertake research study towards his Master of Education degree. Mr Malisi (student number 201515244), is a registered student in the Faculty of Education at the University of Fort Hare and is now ready to go and collect data for his study. His approved topic is titled: *Teachers' views and experiences on drug and substance abuse by learners: A case of two rural secondary schools in the King William's Town Education District.*

Your assistance in this regard is highly appreciated.

Yours faithfully

M.P. Mavuso (PhD)

A handwritten signature in black ink, appearing to read 'M.P. Mavuso', with a horizontal line drawn through it.

SUPERVISOR

APPENDIX C



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: MAV051SMAL01

Project title: **Teachers' views on drug and substance abuse by learners: A case of two secondary schools in the King William's Town Education District.**

Nature of Project: Masters

Principal Researcher: Nyaniso Malisi
Sub-Investigator: N/A

Supervisor: Dr M.P Mavuso
Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

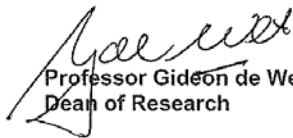
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

20 July 2016

APPENDIX D

P.O BOX 333
KING WILLIAMS TOWN
5600
23 JUNE 2016

THE DISTRICT DIRECTOR
K.W.T DISTRICT
DEPARTMENT OF EDUCATION
EASTERN CAPE
DEAR SIR/MADAM

**RE: REQUEST TO CONDUCT RESEARCH IN THE FOLLOWING
: THEMBALABANTU HIGH & THEMBALESIZWE S.S.S**

I am kindly requesting your permission to conduct research in the above mentioned schools. This research requires that questionnaires to be administered to the educators of the above mentioned school.

The research is part of my written work, which I am currently doing with the University of Fort Hare. This is a prerequisite for my Master in Education Degree. **The topic of this project is Teachers views on how drug and substance abuse by learner's.**

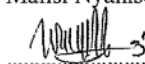
Findings discovered during and after the conduct of this study will not be divulged to any unauthorised person, confidentiality and secrecy that the study deserves will be exercised with great caution. Please note that results recommended and conclusion will be communicated to all parties involved, be adversely that the study will not intrude adversely that rendering of teaching and learning in the institutions earmarked for the research.

Please provide a written response to this request.

Thanking you in advance, positive response would be highly appreciated.

Thank you

Yours sincerely
Malisi Nyaniso (Mr)


.....

APPENDIX E



Province of the
EASTERN CAPE
EDUCATION

OFFICE OF THE DISTRICT DIRECTOR
45 Eales Street, King William's Town, 5600, Private Bag X74445, KWT, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

Tel: 043 6050 106

Email: lelethu.magele@edu.ecprov.gov.za

Mr N. Malisi
P.O Box 333
5600

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

1. This is to confirm that **Mr N. Malisi** is undergoing his Master of Education degree with the **University of Fort Hare**. He needs to do the research in the following schools:-
The topic of this project is "**TEACHERS VIEWS ON DRUG AND SUBSTANCE ABUSE BY LEARNER'S**".
2. Kindly assist and co-operate with him in ensuring that this research is done and completed.
3. Thanking you in advance for your co-operation.

Yours faithfully

E. KATSHAZA
(A)DISTRICT DIRECTOR
KWT EDUCATION DISTRICT

building blocks for growth



Ikumva eliqagambileyo!

APPENDIX F



Editing and Proof Reading Services

133 De Bryn Street, Weavind

Certificate of English

To whom it may concern

This is to certify that the paper with the provisional title: **Teachers' views and experiences on learners' drug and substance abuse: A case of two secondary schools in the King William's Town Education District**, to be submitted by **Nyaniso Victor Malisi** of **Fort Hare University**, has been edited for language by Cactus.

Neither the research content nor the author's intentions were altered in any way during the editing process.

Date edited: 26 January 2017

Signed:

Dr. L. Madunge

Bachelor of

Arts(Hons),

PhD(Education)

063 079 9753

